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ABSTRACT

A consolidated, updated edition of the microcomputer software South Carolina Basic Skills Assessment Program (BSAP) correlation books that have been published by the Office of Instructional Technology since May 1984, this book serves as a reference to available software programs which address BSAP objectives for grades 1-8 in all three BSAP curriculum areas--language arts, mathematics, and science. The language arts section is divided into five parts--reading, writing, teacher utilities, Cognitive Skills Assessment Battery (CSAB), and Data Base/Curriculum Systems. The mathematics section has a short teacher utility part in addition to the basic instructional software listing, but there is no teacher utility part in the science section. Neither the mathematics nor the science sections include CSAB or Data Base/Curriculum Systems listings. Entries are organized by curriculum area and include title of software, Dewey Decimal classification, application, grade level, BSAP objective, computer-assisted instruction mode, system requirements, producer/vendor, and price. The complete statements of the BSAP objectives are presented, and a software evaluation checklist and the Project SEED (Software Evaluation Exchange Dissemination) evaluation instrument are included with explanations. Producer/vendor addresses are listed. (MES)

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GRADES 1-8 MICROCOMPUTER SOFTWARE LISTINGS - LANGUAGE ARTS, MATHEMATICS, AND SCIENCE CORRELATED TO THE BASIC SKILLS ASSESSMENT PROGRAM OBJECTIVES OF THE SOUTH CAROLINA DEPARTMENT OF EDUCATION

Clyde H. Green
Director, Office of Instructional Technology

Sidney B. Cooper
Deputy Superintendent for Instruction

Dr. Charlie G. Williams
State Superintendent of Education

May 1987

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Microcomputer Review and Evaluation Committees

Language Arts - November 5, 1986

Mathematics - February 12, 1987

Science - January 8, 1987

Grades 1-8
Language Arts Microcomputer Software Review and Evaluation Committee Members

Reading and Writing Educators

Mrs. Susie Bruton, Coordinator
Secondary Language Arts
Horry County Schools

Mrs. Patti Robinnette, Teacher
Mt. Gallant Elementary School
York District 3

Mrs. Aleda Anderson, Coordinator of Computer Instruction
Lexington District 5

Mr. Terry Helsley
Director of Testing
York District 3

Mr. Bill Scott, Teacher
Belton-Honea Path High School
Anderson District 2

Mrs. Linda Crute, Curriculum Coordinator
Mt. Gallant Elementary School
York District 3

Mrs. Linda Fitzharris
Coordinator of Language Arts
Charleston County Schools

Department of Education Consultants

Office of Research

Dr. Lyn Zalusky Mueller
Education Program Specialist
Student Assessment Unit

Ms. Amelia Todd
Education Program Specialist
Student Assessment Unit

Grades 1-8
Mathematics Microcomputer Software Review and Evaluation Committee Members

Mathematics Educators

Mr. David Rockwell, Teacher
Lady's Island Junior High School
Beaufort County Schools

Mr. Williams Stevens, Teacher
Summerville High School
Dorchester District 2

Mrs. Judy Dew, Teacher
Johnakin Middle School
Marion District 1

Mrs. Aleda Anderson, Coordinator of Computer Instruction
Lexington District 5

Mrs. Carol Ellis, Math Consultant
Spartanburg District 7

Mr. Steve Crapps, Principal
Tigerville Elementary School
Greenville County Schools

Mrs. Julia Robbins, Supervisor of Instruction
York District 3

Department of Education Consultants

Office of General Education

Mr. William Hynds, Math Consultant, Curriculum Section

Ms. Suzanne Geddings, Math Consultant, Basic Skills Section

Grades 1-8
Science Microcomputer Software Review and Evaluation Committee Members

Science Educators

Mrs. Sandra Bloodworth
Science Consultant
Richland District 2

Mrs. Rosa Connor, Teacher
Lake City Junior High School
Florence District 3

Mrs. Barbarel Blakely, Teacher
South Kilbourne Elementary School
Richland District 1

Mrs. Pam Dunn, Teacher
North Springs Elementary School
Richland District 2

Mr. Willie Whittaker, Jr.
Science Consultant
Greenville County Schools

Mrs. Dora Wiley
Supervisor, Secondary Schools
Berkeley County Schools

Department of Education Consultants

Office of Research

Ms. Evelyn Lynn Talton, Education Program Specialist, Student Assessment Unit

Office of General Education

Mrs. Peggy Cain, Science Consultant, Curriculum Development Section

Chairman of the Committees

Ms. Reta Richardson
Chief Supervisor of Resource Development
Office of Instructional Technology

Exofficio Members

Office of Instructional Technology

Mr. Clyde H. Green, Director
Mr. Robert W. Reese, Chief Supervisor of Utilizaton

INTRODUCTION

This book is a consolidated, updated edition of the microcomputer software Basic Skills Assessment Program (BSAP) correlation books that have been published by the Office of Instructional Technology since May 1984. It serves as an advisory reference to available software programs that address specific objectives for students in grades 1-8 in all three BSAP curriculum areas - language arts, mathematics, and science. School personnel should use it when they select software programs they will preview in their search for high quality materials to meet teachers' and students' curricular needs.

The three microcomputer software curriculum committees, shown on the preceding pages, selected the software listed for their respective areas of language arts, mathematics, and science. Each committee reviewed the listings in the 1986 BSAP correlation book for its subject area and examined the latest software reviews published by creditable review services in the United States. Favorably reviewed software that correlates to one or more BSAP objective has been included in this publication. Committee members also used their first-hand knowledge of software programs to make decisions on retaining and adding titles.

HOW TO USE THIS BOOK

Organized to give the user a quick, convenient reference, the BSAP-related software programs with Dewey Decimal classifications are charted into alphabetized listings by curriculum areas. Appropriate grade levels are designated, and the BSAP objectives are correlated in concise, abbreviated terms. Pages 44-73 contain the complete statements of the BSAP objectives for grades 1-8 language arts (reading and writing), mathematics, and science. Software programs added to the listings this year are marked with asterisks.

The following symbols indicate the type or mode of computer-assisted instruction of each software program:

CMI - classroom managed instruction
D/P - drill and practice
GA - educational game
KB - keyboarding
LT - lab tool
PS - problem solving
SIM - simulation
TU - tutorial/teacher utility
WP - wordprocessing

Brands and models of computers and specific peripherals needed to use the software are easily found in the "Computer System Requirement" column. To complete the reference chart, the last two columns give the vendors/producers and the current prices (subject to change). An alphabetized list of the vendors/producers of the software titles is included on pages 82-85 of this book.

Users will find the language arts section to be the largest, divided into five parts - reading, writing, teacher utilities, Cognitive Skills Assessment Battery (CSAB), and Data Base/Curriculum Systems. Because several software programs under each heading may be applied to other instructional uses, the user will find these other applications noted. For example, the Bank Street Story Book is listed under Reading, but, because it may also be used in teaching writing and word processing, these are noted in the first column. The same software title appears under Writing with reading and wordprocessing noted as an application, and again under Teacher Utilities with the reading and writing applications.

The mathematics section has a short Teacher Utility part in addition to the basic mathematics instructional software listing, but there is no separate Teacher Utilities part in the science section. Neither the mathematics nor the science sections include CSAB or Data Base/Curriculum Systems listings.

Before buying any software, the program should be reviewed by local school personnel who are responsible for ensuring that the material meets the instructional objectives and quality standards of the school district and/or school. Two evaluation instruments are included in this book to assist educators in their local software evaluation process. The Software Evaluation Checklist and its accompanying explanation are useful in guiding local evaluators' assessments and purchase recommendations. The instrument may be modified or adapted.

The Project SEED Evaluation Instrument and explanation sheet have been developed by a consortium of seven state departments of education: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina. SEED is the acronym for Software Evaluation Exchange Dissemination. South Carolina now has 89 trained SEED evaluators, who contribute their evaluations to the SEED Project. Each software program is evaluated by three evaluators. Their individual evaluations are compiled and synthesized into one SEED evaluation, which is published in the A GUIDE TO EVALUATED EDUCATION SOFTWARE each year. SEED evaluations have been included in the review process for this publication. The software titles that have been reviewed by SEED are indicated by a ¶ following the title.

To provide further assistance in reviewing software, a microcomputer lab containing various brands of hardware and much of the software included in this publication is located in the South Carolina ETV Center, 2712 Millwood Avenue, Columbia, SC 29250. Appointments to visit the lab may be made by calling the Office of Instructional Technology (OIT), (803) 737-3340. Regional labs are maintained in OIT's five field offices. The locations and the consultants' names, addresses, and telephone numbers are provided on page 86.

If you have questions concerning the software in this publication, contact the Office of Instructional Technology, Room 205, Rutledge Building, Columbia, SC 29201. The telephone number is (803) 734-8090.

Appreciation is expressed to all people who helped to develop this publication.

Clyde H. Green, Director
Office of Instructional Technology

April 1987

GRADES 1-8 LANGUAGE ARTS SOFTWARE BSAP CORRELATION --- READING

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
*ALICE IN WONDERLAND (398)	3-8	Sight recognition; details; inference	PS	Apple II Family		HRM Software	$ 49.00
ALPHABETIZATION SEQUENCES (411)	1-8	Reference usage	D/P;CMI	Apple II Family		Milliken Publishing Co.	75.00
ALPINE SKIER (372.4)	4-8	Details; main idea	D/P;GA	Apple II Family TRS-80 Models	color monitor optional	Data Command	113.75 set 29.95 each
BANK STREET STORY BOOK (803) writing; word processing	3-8	Decoding/word meaning; details; main idea; inference; analysis of literature	TU;WP	Apple IIe, IIc Commodore 64	joystick; color monitor optional	Mindscape, Inc.	39.95
BOOKSHELF (020)	4-8	Reference usage	D/P;TU	Apple II Family Atari 400,800		Microcomputers in Education(Apple/Pet) JMH Software (Atari)	7.50 diskette 9.95 cassette
*BUILD A BOOK ABOUT YOU (372.4) CSAB - ¶	1-3	Contextual word meaning; details	GA	Apple II Family Commodore 64,128 IBM PC, PCjr		Scarborough Systems	39.95 6.00 backup 19.95 refill books
*CREATE WITH GARFIELD! (741.5) writing	2-6	Details; inference; main idea	GA;SIM	Apple IIe, IIc Commodore 64,128	color monitor	DLM, Inc.	29.95
CONTEXT CLUES (372.4)	2-5	Contextual word meaning	GA	Apple II Family		Learning Well	49.95
CRYPTOCUBE (793.7) writing	3-8	Sight recognition	GA	Apple II Family Atari Computers IBM PC, PCjr		DesignWare, Inc.	39.95
ELEMENTARY - VOLUME 5 (372.6)	2-5	Structural word meaning	D/P	Apple II Family		MECC	45.00
ELEMENTARY - VOLUME 7 (372.4) CSAB	K-2	Sight recognition; phonetic decoding	D/P;GA	Apple II Family		MECC	38.00
FACT AND OPINION (021.7)	3-8	Analysis of literature	GA	Apple II Family		Learning Well	49.95
*FAY'S WORD RALLY (372.4)	1-3	Sight recognition; contextual word meaning	D/P;GA	Apple II Family Commodore 64,128		Didatech Software	49.95 school ed. 29.95 home edition
FIGURATIVE LANGUAGE (372.6)	6-8	Analysis of literature	D/P	Apple II Family		Hartley Courseware	49.95
GALAXY SEARCH (372.4)	2-3	Inference	D/P;GA	Apple II Family	printer-op.	Learning Well	49.95

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
GERTRUDE'S PUZZLES (793.7)	1-4	Analysis of literature	D/P;GA	Apple II Family IBM PC, PCjr		The Learning Company	$ 45.00
GERTRUDE'S SECRETS (793.7)	1-3	Analysis of literature	GA	Apple II Family IBM PC, PCjr		The Learning Company	44.95 Regular Ed. 59.95 School Ed. 60.00 Lab Pack
*GRAMMAR EXAMINER, THE (425) writing	5-8	Details	D/P	Apple II Family Commodore 64,128 IBM PC, PCjr		DesignWare, Inc.	44.95
HINKY PINKY (793.7) - ¶	4-8	Contextual word meaning; structural word meaning; inference; analysis of literature	GA	Apple II Family		Learning Well	39.95
HOMONYMS (424) writing	3-8	Contextual word meaning	D/P;TU	Apple II Family		Hartley Courseware, Inc.	32.95
HOMONYMS IN CONTEXT (423)	4-6	Contextual word meaning	D/P	Apple II Family TRS-80 Models	color monitor	Random House	60.00 diskette 39.95 cassette
HORRIBLE HOMONYNS (423)	6-8	Contextual word meaning	D/P	Apple II Family TRS-80 Models		George Earl	29.95 diskette 19.95 cassette
*JACK AND THE BEANSTALK (398)	4-6	Sight recognition; inference	GA	Apple II Family	color monitor	HRM Software	49.00
*KERMIT'S ELECTRONIC STORYMAKER (472.4) writing; CSAB - ¶	1-2	Sight recognition; details	GA	Apple IIe, IIc Commodore 64,128	color monitor joystick	Simon & Schuster	34.95 Apple 29.95 Commodore
*KITTENS, KIDS & FROGS (372.6)	1-3	Decoding & word meaning; details; main idea; inference	D/P;CMI	Apple II Family	color monitor printer-op	Hartley Courseware	39.95
KNOWLEDGE EXPLORER SERIES (028.5)	5-8	Details; main idea; reference usage; inference	TU;D/P; PS	Apple IIe, IIc	printer and color monitor optional	Grolier Electronic	249.50 set of 5 49.95 each
LIBRARY SKILLS (020)	3-8	Reference usage	TU;D/P	Apple II Family		Intel-Tutor Software	42.00
LIBRARY USAGE SKILLS (020)	4-8	Reference usage	TU;D/P	Apple II Family	printer	JMC Computer Service	74.00
MISSING LINKS: YOUNG PEOPLE'S LITERATURE (793.7) writing	4-8	Phonetic decoding; contextual word meaning; structural word meaning; inference	PS	Apple II Family Atari Computers IBM PC, PCjr TRS-80 Models		Sunburst Communications	49.00 each 59.00 English or Foreign versions
*PAINT WITH WORDS (372.6) CSAB	1-2	Sight recognition	D/P	Apple IIe, IIc	printer; color monitor Josten's Ufonic Voice Sys.-op	MECC	49.00

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
PIK-PEK-PUT (428) writing	5-8	Structural word meaning	D/P;TU; GA	Apple II Family TRS-80 Model III and IV	color monitor	Data Command	$ 341.75 set of 6 59.95 each
PLATO, READING AND WRITING TITLES (372.6) writing	3-8	Analysis of literature	D/P	Apple II Family Atari Computers TI 99/4A		Control Data Corp.	49.95
PLAY WITH LANGUAGE (428)	1-2	Sight recognition	D/P;GA	TRS-80 Models	color monitor joystick	Radio Shack	99.00
*PUZZLER, THE (372.4)	3-6	Inference	PS	Apple II Family		Sunburst Communications	59.00
*READER RABBIT (372.4) CSAB	1-2	Sight recognition	GA	Apple IIe, IIc Commodore 64,128 IBM PC, PCjr	Muppet Learning Keys-op	The Learning Company	39.95 reg. ed. 54.95 school ed. 60.00 lab pack
READER RABBIT AND THE FABULOUS WORD FACTORY (372.6)	1-2	Sight recognition	D/P;TU	Apple II Family		The Learning Company	39.95
READING AROUND WORDS (428)	4-8	Contextual word meaning	D/P;CMI	Apple II Family		Instructional/Comm. Tech.	150.00 per level (9 levels)
READING FLIGHT (112) writing	6-8	Main idea	TU	TI 99/4A	headset and adapter-op	Scott, Foresman	54.95
*READING FOR MEANING WITH MOTHER GOOSE 2 (372.4)	1-3	Decoding/word meaning; details; main idea; inference	D/P	Apple II Family	color monitor printer-op	Hartley Courseware	39.95
READING KLOOZ (425)	5-8	Inference	PS;GA	Apple II Family		Midwest Publications	39.95
READING RALLY (372.4)	4-6	Analysis of literature	TU	TI 99/4A	headset and adapter-op	Scott, Foresman	54.95
READING ROUNDUP (372.4)	3-5	Analysis of literature	D/P	Apple II Family Atari Computers TI 99/4A		Scott, Foresman	54.95
*RHYMING TO READ (372.4)	1-2	Sight recognition	GA	Apple II Family Commodore 64,128	color monitor recommended	Grolier Electronic	179.95 set of 5
RHYMES AND RIDDLES (398) writing	1-4	Analysis of literature	D/P;GA	Apple II Family Atari Computers IBM PC, PCjr		Spinnaker Software	29.95
RIDDLE ME THIS (372.6)	4-7	Contextual word meaning	D/P;TU; GA	Apple II Family TRS-80 Models		Data Command	29.95

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
SNOOPER TROOPS (793.7)	5-8	Inference	D/P	Apple II Family Atari Computers IBM PC, PCjr Commodore 64,128		Spinnaker Software	$ 44.95
*SNOOPY'S READING MACHINE (372.4)	1-3	Structural word meaning	D/P	Apple II Family Commodore 64, 128		Random House	39.95 Apple 29.95 Commodore
TALES OF ADVENTURE; TALES OF DISCOVERY; TALES OF MYSTERY (813.5)	4-8	Details; main idea	D/P	Apple II Family IBM PC, PCjr Commodore 64,128		Scholastic, Inc.	29.95 each
TANK TACTICS (372.4)	3-8	Structural word meaning	D/P;TU; GA	Apple II Family	color monitor	Data Command	284.75 set of 5 59.95 each
TRICKSTER COYOTE (372.6)	3-8	Contextual word meaning	GA	Apple II Family		Reader's Digest Services	48.95
TUTORIAL COMPREHENSION (372.4)	2-6	Details; main idea; inference; analysis of literature	TU	Apple II Family TRS-80 Models		Random House	995.00 complete 225.00 per topic 79.95 per level
VOCABULARY QUIZ (372.6)	4-8	Sight recognition	D/P;GA	Apple II Family		Edutek Corporation	25.00
VOCABULARY SKILLS: CONTEXT CLUES (372.6)	6-8	Contextual word meaning	D/P;TU; GA	Apple II Family		Milton Bradley	44.95
WHO, WHAT, WHERE, WHEN, WHY (372.6)	1-6	Details	D/P;TU	Apple II Family IBM PC, PCjr		Hartley Courseware	35.95
WORD ATTACK (428)	4-8	Sight recognition	D/P;TU; GA	Apple II Family IBM PC, PCjr Commodore 64,128		Davidson and Associates	49.95
WORD BENDERS-PHASES, A-1 (372.6) writing	5-8	Structural word meaning; reference usage	D/P;TU	Apple II Family		Midwest Publications	39.95
WORD BENDERS-SIMILARITIES, C-1 (372.6) writing	5-8	Structural word meaning; reference usage	D/P;PS	Apple II Family		Midwest Publications	39.95
WORD BLASTER (421) writing	3-6	Contextual word meaning	D/P;GA	Apple II Family Atari Computers TRS-80 Models IBM PC, PCjr		Random House	150.00
WORD HERD-LOOK ALIKE (428.3)	6-8	Contextual word meaning; structural word meaning	TU	Apple II Family		MECC	41.00
WORD HERD-SOUND ALIKE (428.3)	6-8	Contextual word meaning; structural word meaning	TU	Apple II Family		MECC	44.00

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
WORD MASTER (424) - ¶	4-6	Contextual word meaning	GA;D/P	Apple II Family Atari Computers IBM PC, PCjr Commodore 64,128 TI 99/4A	color monitor	DLM, Incorporated	$ 44.00
WORD MEMORY PROGRAM (428.3)	1	Sight recognition	D/P	Apple II Family		Instructional Comm. Tech.	65.00
*WORD MUNCHERS (372.6)	1-3	Sight recognition; phonetic decoding	D/P	Apple IIe, IIc		MECC	49.00
*WORD QUEST (372.6)	3-8	Sight recognition; reference usage	GA	Apple II Family	color monitor optional	Sunburst Communications	59.00
WORD STRUCTURE (428)	5-8	Structural word meaning	TU;CMI	Apple II Family TRS-80 Model III IV	printer-op color monitor optional	Borg-Warner	320.00
ZAP ZEUS (292)	7-8	Details; main idea	D/P;TU; GA	Apple II Family		McCarthy-McCormack, Inc.	39.95

GRADES 1-8
LANGUAGE ARTS SOFTWARE BSAP CORRELATION --- WRITING

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
BANK STREET STORY BOOK (808) reading; word processing	3-8	All objectives	TU;WP	Apple IIe, IIc Commodore 64,128	joystick color monitor	Mindscape, Inc.	$ 39.95
BASIC ENGLISH SKILLS:SENTENCES (425) - ¶	5-8	Word usage; sentence formation	D/P;TU	Apple II Family		Encyclopaedia Britannica	349.00
CAPITALIZATION (421)	3-8	Mechanics	D/P;TU	Apple II Family IBM PC, PCjr		Hartley Courseware	49.95
CAPITALIZATION PLUS (425)- ¶	5-8	Mechanics	D/P;TU	Apple II Family		Microcomputer Workshops	44.95
COMPUPOEM (808.1)	4-8	Word usage; composition	D/P;TU	Apple II Family		Stephen Marcus	16.95
*CREATE WITH GARFIELD! (741.5) reading	2-6	Word usage; composition	GA;SIM	Apple IIe, IIc Commodore 64,128	color monitor	DLM, Inc.	29.95
CREATE YOUR OWN GREETING CARDS (741.6)	3-8	Composition	D/P	Apple IIe, IIc IBM PC	printer	Computer Skill Builders	39.95
CROSSWORD MAGIC (793.7)	1-8	Mechanics	D/P	Apple II Family Atari Computers		Mindscape, Inc.	49.94

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
CRYPTOCUBE (793.7) reading	3-8	Mechanics	GA	Apple II Family Atari Computers IBM PC, PCjr Commodore 64,128		DesignWare, Inc.	$ 39.95
DRAGON GAMES (425)	3-6	Word usage	D/P;GA	Apple II Family Atari Computers TRS-80 Models;PET IBM PC, PCjr		Educational Activities	54.00 - 59.95
ELECTRIC ENGLISH LESSONS (425)	1-8	Mechanics; word usage	D/P	Apple II Family		T.I.E.S	74.95
ELEMENTARY VOLUME 7 (373.21) reading	K-2	Handwriting	D/P,GA	Apple II Family		MECC	38.00
*GRAMMAR EXAMINER, THE (425) reading	5-8	Mechanics; word usage; composition	D/P	Apple II Family Commodore 64,128 IBM PC,PCjr		DesignWare, Inc.	44.95
HOMONYMS (372.6) reading	3-8	Word usage	D/P;TU	Apple II Family		Hartley Courseware	32.95
*JUST IMAGINE (808) CSAB	1-3	Word usage; sentence formation; composition	GA;WP	Commodore 64,128	printer, color monitor & joy stick - op	Commodore Educational Act.	34.95
*KERMIT'S ELECTRONIC STORYMAKER (372.4) reading; CSAB - ¶	1-2	Mechanics; word usage; sentence formation	GA	Apple IIe, IIc Commodore 64,128	color monitor joystick	Simon & Schuster	34.95 Apple 29.95 Commodore
KIDWRITER (372.6) word processing	2-4	Word usage; sentence formation; composition	D/P	Apple II Family Atari Computers IBM PC, PCjr Commodore 64,128		Spinnaker Software	34.95
LANGUAGE ARTS: CAPITALIZATION/ PUNCTUATION (372.6)	K-8	Mechanics	TU	Apple II Family Commodore 64,128 PET		Right On Programs	18.00
LANGUAGE ARTS & FUNDAMENTAL PUNCTUATION PRACTICE (372.6)	K-8	Mechanics	D/P	Apple II Family IBM PC, PCjr TRS-80 Models		Random House	135.00
MAGIC SPELLS (421)	2-6	Mechanics	D/P;GA	Apple II Family		The Learning Company	49.95 school ed. 34.95 regular ed 60.00 lab pack
MASTER SPELL (372.4)	1-8	Mechanics	D/P	Apple II Family		MECC	43.00
*MECC EDITOR (808)	7-8	Composition	D/P;WP	Apple IIe, IIc	80-column card printer	MECC	39.00

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
MISSING LINKS: YOUNG PEOPLE'S LITERATURE (793.7) reading	4-8	Mechanics; sentence formation; composition	PS	Apple II Family Atari Computers IBM PC, PCjr Commodore 64,128 TRS-80 Models		Sunburst Communications	$ 49.00 59.00 English/or foreign edition
MYSTERY SENTENCES (372.6)	4-8	Sentence formation	D/P	Apple II Family		Scholastic, Incorporated	59.95
NOUNS/PRONOUNS (372.6)	3-8	Sentence formation	D/P;TU	Apple II Family		Hartley Courseware, Inc.	32.95
PIK-PEK-PUT (428.3) reading	5-8	Mechanics; word usage	D/P;TU; GA	Apple II Family	color monitor	Data Command	342.75 set of 6 59.95 each
PLATO, READING AND WRITING TITLES (372.6) reading	3-8	Mechanics; word usage; composition	D/P	Apple II Family Atari Computers TI 99/4A		Control Data Corporation	49.95
PRINT SHOP, THE (741.6)	1-8	All objectives	D/P	Apple II Family Atari Computers Commodore 64,128	printer joystick/ Koala Pad-op	Broderbund Software	49.95 Apple 44.95 Commodore/ Atari
READING FLIGHT (112)	6-8	Composition	TU	TI 99/4A	color monitor, headset/adapter optional	Scott, Foresman	54.95
RHYMES AND RIDDLES (793.7) reading	1-4	Mechanics; word usage	D/P;GA	Apple II Family Atari Computers IBM PC, PCjr Commodore 64,128		Spinnaker Software	49.95
SCRAMBLE (421)	1-8	Mechanics	D/P	Apple II Family	color monitor optional	Ahead Designs	15.95
SENTENCE COMBINING (425)	4-8	Sentence formation; composition	D/P;CMI	Apple II Family	color monitor/ printer-op	Milliken Publishing	95.00
SENTENCE STRUCTURE-SKILL BUILDING ADVENTURES (425)	7-8	Sentence formation	TU	Apple II Family		Society for Visual Educ.	195.00
SKIWRITER II (651.7) word processing	5-8	Composition	WP	Commodore 64,128 IBM PC, PCjr	printer	Prentice-Hall, Inc.	69.96 Commodore 99.95 IBM PC
*SPELL-A-VISION, VOL. 5 (372.4)	1-6	Mechanics	D/P	Apple II Family		Cross Educ. Software	19.95
SPELL IT! (421.4) - ¶	5-8	Mechanics	D/P	Apple II Family IBM PC, PCjr Commodore 64,128	printer/ joystick-op	Davidson & Associates	49.95
SPELLICOPTER (421.4)	1-8	Mechanics	GA	Apple II Family Atari Computers IBM PC, PCjr Commodore 64,128		DesignWare, Inc.	39.95

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement Computer	 Peripherals	Producer/Vendor	Price
SPELLING PACKAGE (421)	1-8	Mechanics	D/P	Apple II Family PET	printer-op	Teaching Tools: Microcomputer	$ 99.95
SPELLING, VOLUME 1 (421.4)	1-6	Mechanics	D/P	Apple II Family		MECC	44.00
SPELLING, VOLUME 2 (421.4)	7-8	Mechanics	D/P	Apple II Family		MECC	44.00
*STICKYBEAR SPELLGRABBER (411)	1-4	Mechanics	D/P;GA	Apple II Family Commodore 64,128	color monitor recommended	Weekly Reader Family Software	39.95 Apple 29.95 Commodore
STORY MAKER (372.6)	2-8	Composition	GA	Apple II Family	printer-op	Scholastic, Inc.	95.00
STORY TREE (808)	4-8	Composition	D/P	Apple IIe, IIc IBM PC, PCjr Commodore 64,128	printer-op	Scholastic, Inc.	59.95
TALKING SCREEN TEXTWRITING PROGRAM (652.3) CSAB and word processing	K-4	Composition	WP	Apple II Family	printer, color monitor, speech synthesizer	Computing Adventures	159.00 229.00 w/speech synthesizer
THAT'S MY STORY (372.6)- ¶	5-8	Composition	D/P;TU	Apple II Family IBM PC, PCjr	printer-op	Learning Well	59.95
VERBS (372.6)	2-8	Word usage	D/P;TU	Apple II Family IBM PC, PCjr		Hartley Courseware	32.95
WIZARD OF WORDS (793.7) - ¶	4-8	Mechanics	GA;PS	Apple II Family Commodore 64,128 IBM PC, PCjr	color monitor optional	Advanced Ideas	39.95
WORD BENDERS-PHASES, A-1 (428.3) reading	5-8	Mechanics	D/P;TU	Apple II Family	monitor	Midwest Publications	39.95
WORD BENDERS-SIMILARITIES, C-1 (428.3) reading	5-8	Mechanics	D/P;TU	Apple II Family	monitor	Midwest Publications	39.95
WORD BLASTER (421) reading	3-6	Mechanics	D/P;GA	Apple II Family Atari Computers TRS-80 Models IBM PC, PCjr		Random House	150.00
WORD CHALLENGE (428)	4-8	Mechanics	GA;D/P	Apple II Family Atari Computers TRS-80 Models IBM PC, PCjr	color monitor optional	Hayden Software, Inc.	19.95 Apple, IBM Commodore 39.95 Macintosh
WORD FILE (421.4)	1-8	Mechanics	D/P	Apple II Family		Hopkins Schools Eval. Center	24.95

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
WORD SCRAMBLER AND SUPER SPELLER (421.4)	1-8	Mechanics	D/P	Apple II Family Atari Computers		Avant-Garde Creations	$ 19.95
WORD WIZARDS (428.3)	1-6	Mechanics	D/P;GA	Apple II Family		MECC	44.00
*WRITER RABBIT (372.6)	2-4	Mechanics; word usage; sentence formation	D/P	Apple IIe, IIc	printer-op	The Learning Company	54.95 school ed. 39.95 regular ed 60.00 lab pack
WRITING A CHARACTER SKETCH (808)	7-8	Composition	D/P	Apple II Family		MECC	43.00
WRITING A NARRATIVE (808)	6-8	Composition	D/P	Apple II Family	printer	MECC	43.00
*WRITING ADVENTURE (372.6) word processing	4-8	Mechanics; word usage; sentence formation; composition	PS;WP; D/P	Apple II Family	printer, color monitor	DLM	59.95
*WRITING WORKSHOP, THE (651.7) word processing	3-8	Mechanics; word usage; sentence formation; composition	WP;TU	Apple II Family	color monitor optional	Milliken Publishing	450.00 Package 69.95 Milliken Word Pro. 195.00 Prewriting 225.00 Postwrite

GRADES 1-8
TEACHER UTILITIES (FORMERLY WORD PROCESSING)

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
ALLWRITE (651.7)	7-8	N/A	TU	TRS-80 Models	printer	Prosoft	$ 199.95
APPLEWRITER (652.3)	5-8	N/A	TU	Apple II Family	printer	Apple Computers, Inc.	150.00 Apple II+ 195.00 Apple IIe 225.00 Apple III
APPLEWRITER II (652.3)	7-8	N/A	TU	Apple IIe,IIc	printer	Apple Computers, Inc.	195.00
BANK STREET FILER (652.3)	2-8	N/A	TU	Apple II Family Atari Computers Commodore 64,128		Scholastic, Inc.	95.00
BANK STREET SPELLER (651.7) - ¶	2-8	N/A	TU	Apple II Family Atari Computers Commodore 64,128		Scholastic, Inc.	64.95

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
BANK STREET STORYBOOK (808) reading; writing	3-8	N/A	WP;SIM	Apple IIe, IIc Commodore 64,128	joystick, printer, color monitor recommended	Mindscape, Inc.	$ 39.95
BANK STREET WRITER (651.7)	2-8	N/A	WP	Apple II Family Atari Computers Commodore 64,128	printer	Scholastic, Inc.	30.00 each 95.00 set of 3
*EASY (651.7)	8	N/A	WP	IBM PC	printer color monitor	Micropro International	150.00
ELECTRIC PENCIL (651.7)	6-8	N/A	WP	IBM PC, PCjr TRS-80 Models	printer	I.J.G.	79.95 tape 89.95 disk
*FRIENDLY FILER (651.8)	3-8	N/A	WP	Apple IIe, IIc Commodore 64,128 IBM PC, PCjr	printer-op	Grolier Electronic Pub.	49.95
IBM WRITING ASSISTANT (651.7)	5-8	N/A	WP	IBM PC, PCjr	printer	IBM (Any IBM Retail Vendor)	149.00
KIDWRITER (808) writing	2-4	N/A	WP;D/P	Apple II Family	printer	Spinnaker Software	34.95
MAGIC SLATE (651.7)	1-6	N/A	WP	Apple IIe, IIc	printer, graphics printer-rec.	Sunburst Communications	89.95
*MECC EDITOR (808) writing	7-8	N/A	WP	Apple IIe, IIc	80-column card printer	MECC	39.00
*MECC KEYBOARDING MASTER (652.3)	5-8	N/A	WP;D/P	Apple IIe, IIc		MECC	59.00
*MECC KEYBOARDING PRIMER (652.3)	4-8	N/A	WP;D/P	Apple IIe, IIc		MECC	59.00
*MECC SPELLER (428.1)	6-8	N/A	WP	Apple IIe, IIc	80-column card printer-op	MECC	39.00
MECC WRITE START (001.64)	6-8	N/A	WP	Apple IIe, IIc	printer	MECC	29.00
MECC WRITER (001.64)	6-8	N/A	WP	Apple IIe, IIc	printer	MECC	49.00
*MICROSOFT WORD (651.7)	6-8	N/A	WP	IBM PC Macintosh	printer	Microsoft Corporation	195.00 Macintosh 450.00 IBM
MILLIKEN WORD PROCESSOR (651.7)	3-8	N/A	WP	Apple II Family	color monitor printer-op	Milliken Publishing	69.95

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
NEWSROOM, THE (371.8) - ¶	4-8	N/A	WP	Apple II Family IBM PC, PCjr	printer	Springboard Software	$ 49.95
PFS: FILE, REPORT, WRITE, GRAPH [illegible]001.64; [illegible]S: WRITE (651.8)	5-8	N/A	D/P;WP	Apple IIe, IIc IBM PC Macintosh TRS-80, III/IV	printer-op	Scholastic, Inc.	115.00
QUI[illegible] (808)	3-8	N/A	CMI;D/P	Apple IIe, IIc TRS-80, III/IV	80-column card printer monochrome monitor	D C Heath and Company	150.00
S[illegible] (6[illegible]1.7)	5-8	N/A	WP	IBM PC, PCjr Commodore 64, 128	printer modem-op	Prentice-Hall	66.95 IBM PCjr & Commodore 99.95 IBM PC
SUPERS[illegible] ([illegible]1.64)	5-8	N/A	WP	TRS-80 Models	printer	Radio Shack	199.00
TAL[illegible] [illegible]TING [illegible]0	K-4	N/A	WP	Apple II Family	printer, color monitor, speech synthesizer	Lifetree Software	195.00
[illegible]	6-8	N/A	TU	Apple IIe, IIc IBM PC	80-column card printer	Living Videotext, Inc.	150.00 Apple 195.00 IBM
[illegible]	7-8	N/A	TU	IBM PC	printer	Lifetree Software	195.00
[illegible] [illegible]01.64)	2-8	N/A	D/P;KB	Apple II Family Commodore 64, 128		South-Western Publishing	39.95
[illegible]	5-8	N/A	TU	Apple II Family		Silicon Valley Systems	60.00
[illegible]	3-8	N/A	TU;WP	Atari Computers	printer-op color monitor-optional	Optimized Systems	69.00
[illegible]	4-8	N/A	PS;WP; D/P	Apple II Family	printer, color monitor	DLM	59.95
[illegible]	3-8	N/A	WP	Apple II Family	color monitor-optional	Milliken Publishing	450.00 Package 69.95 Milliken Word Pro. 195.00 Prewriting 225.00 Postwrite

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COGNITIVE SKILLS ASSESSMENT BATTERY (CSAB) SECTION

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
ALPHABET BEASTS AND COMPANY (421)	Pre K-1	N/A	GA;D/P	Apple II Family		Readers Digest Services	$ 34.95
ALPHABET CIRCUS (421)	K-2	N/A	GA	Apple II Family		Developmental Learning	29.95
BETTER VIEW A ZOO (813)	Pre K-2	N/A	GA	TRS-80 III/IV		Sunburst Communications	55.00
*BUILD A BOOK ABOUT YOU (372.4) reading	Pre K-1	N/A	D/P;GA	Apple II Family Commodore 64,128 IBM PC, PCjr		Scarborough Systems	39.95
*EARLY DISCOVERIES (372.4)	K	N/A	D/P	Apple II Family		Hartley Courseware	35.95
EARLY GAMES FOR YOUNG CHILDREN (793.7)	Pre K-1	N/A	D/P;GA	Apple II Family Atari Computers IBM PC Commodore 64, 128 TRS-80 Models	color monitor-optional	Springboard Software	29.95
ELEMENTARY VOLUME 7 (372.4) reading	K-2	N/A	D/P;GA	Apple II Family		MECC	38.00
FACEMAKER (400.28)	Pre K-6	N/A	GA	Apple II Family Atari Computers Commodore 64, 128	color monitor-optional	Spinnaker Software	34.95
*FIRST LETTER FUN (372.4)	K-2	N/A	D/P;SIM	Apple IIe, IIc		MECC	49.00
*FLOPPY TEACHES MATCH-UPS IN MAZES (372.4)	Pre K-K	N/A	GA	Apple II Family	color monitor-optional	Floppy Enterprises	32.95
FLOPPY TEACHES SAME AND DIFFERENT (372.24)	Pre K-6	N/A	GA;SIM	Apple II Family TI 99/4A	monitor	Floppy Enterprises	29.95
FLOPPY TEACHES WHAT IS MISSING (372.24)	Pre K-6	N/A	GA;SIM	Apple II Family TI 99/4A	monitor	Floppy Enterprises	29.95
*FUN FROM A-Z (372.4)	Pre K-K	N/A	D/P;SIM	Apple IIe, IIc		MECC	49.00
JUGGLES' RAINBOW (793.7)	Pre K-1	N/A	D/P;GA	Apple II Family Atari Computers Radio Shack Color		The Learning Company	29.95
*JUST IMAGINE (808) writing	1-3	N/A	D/P;WP	Commodore 64, 128	printer, joy stick, monitor optional	Commodore Educ. Act.	34.95

Title of Software, Dewey Decimal Classification, and Application	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
*KERMIT'S ELECTRONIC STORYMAKER (372.4) reading and writing - ¶	1-2	N/A	D/P	Apple IIe, IIc Commodore 64, 128	color monitor joystick	Simon & Schuster	$ 34.95 Apple 29.95 Commodore
KID BITS WORDS FAIR (001.64)	K-4	N/A	D/P	Apple II Family		Potomac MicroResources	49.00
*LETTER-GO-ROUND (411)	Pre K-1	N/A	D/P;GA	Atari Computers Commodore 64, 128		CBS Software	34.95
LETTER RECOGNITION (411)	K-1	N/A	TU;D/P	Apple II Family		Hartley Courseware	29.95
LETTERS AND WORDS (411)	K	N/A	GA;D/P	Apple II Family IBM PC, PCjr		Learning Well	49.95
*PAINT WITH WORDS (372.6) reading	1-2	N/A	GA	Apple IIe, IIc	printer color monitor Josten's Ufonic Voice System-op	MECC	49.00
*READER RABBIT (372.4) reading	K-2	N/A	GA	Apple IIe, IIc Commodore 64, 128 IBM PC, PCjr	Muppet Learning Keys - op	The Learning Company	54.95 school ed. 39.95 reg. ed. 60.00 lab pack
STICKYBEAR ABC (793.7)	Pre K-1	N/A	D/P	Apple II Family		Weekly Reader Family Software	39.95
STICKYBEAR OPPOSITES (153.7)	3-6	N/A	GA;D/P	Apple II Family		Weekly Reader Family Software	39.95
STICKYBEAR SHAPES (516)	3-6	N/A	D/P;GA	Apple II Family		Weekly Reader Family Software	39.95
TINK'S ADVENTURE (793.7)	K	N/A	GA;PS	Apple IIe, IIc Commodore 64, 128 Atari Computers IBM PC, PCjr		Mindscape, Inc.	24.95 Atari and Commodore 29.95 Apple and IBM
TONK IN THE LAND OF BUDDY-BOTS (793.7)	K	N/A	GA;PS	Apple IIe, IIc Atari Computers Commodore 64, 128 IBM PC, PCjr		Mindscape, Inc.	29.95 Apple and IBM 24.95 Atari and Commodore

DATA BASE AND CURRICULUM SYSTEMS CONTAINING MICROCOMPUTER SOFTWARE IN READING AND WRITING

1. APPLEWORKS

   Apple Computer, Incorporated
   10525 Mariani Avenue
   Cupertino, CA 95014

2. Prescription Learning
   418 Shag Bark Trail
   Lexington, SC 29072

3. WICAT Basics Division
   1396-B Post Oak Drive
   Clarkson, GA 30021

4. Control Data Corporation
   P. O. Box 0
   Minneapolis, MN 55440

5. WRITING TO READ

   IBM
   1333 Main Street
   Columbia, SC 29201

6. RETURN TO READING - ¶

   Media Basics, Incorporated
   Larchmont Plaza
   Larchmont, NY 10538

* 7. BASIC LITERACY THROUGH MICROCOMPUTERS
   (Keyboard, Reading, and Spelling Skills)

   Instructional/Communications Technology, Incorporated
   10 Stepar Place
   Huntington Station, NY 11746

GRADES 1-8 MATHEMATICS SOFTWARE BSAP CORRELATION

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
*ADDING DECIMALS (511)- ¶	4-8	Operations	D/P	Apple Family Commodore 64 IBM PC, PCjr TRS-80 IV		Microcomputer Workshops	$ 29.95
ADDITION AND SUBTRACTION (511)	1-8	Operations	D/P	Apple Family TRS-80, III/IV Commodore 64		Gameco Industries	39.95
ADDITION AND SUBTRACTION 1 & 2 (513)	1-2	Operations	D/P	Apple II TI 99/4A	color monitor speech synthesizer-op	Scott, Foresman	39.95
ADDITION CIRCUS (511)	1-2	Operations	D/P;GA	Apple II Series TRS-80 III/IV Commodore 64		Gameco Industries	39.95
ADDITION LOGICIAN (511)	3	Operations	D/P;GA; PS	Apple Family		MECC	43.00
ADVENTURES WITH FRACTIONS (511)	5-8	Concepts	TU	Apple Family Commodore 64		MECC	45.00
*ANDY AND THE MATH-A-SIZER (511)	K-8	Operations	D/P;PS	TRS-80 III		Aladdin Software	29.95 diskette 24.95 cassette
ARCADEMIC SKILL BUILDERS (510) 1. Alien Addition 2. Minus Mission 3. Dragon Mix - ¶ 4. Meteor Multiplication 5. Demolition Division 6. Alligator Mix - ¶	1-6	Operations	GA	Apple II IBM PC, PCjr	paddle-op	Developmental Learning	220.00 set of 6 44.00 each
*ARITH-A-TACKLE (511)	1-6	Operations	GA	Apple Family		Micro Learningware	45.00
ARITH-MAGIC (510)	2-8	Operations Problem Solving	TU;GA	Apple Family PET/CBM TRS-80 I/III		Quality Educ. Designs	35.00
ARITH-MAGIC II (511)	4-8	Geometry	PS;GA	Apple Family TRS-80 III/IV		Quality Educ. Designs	35.00

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
ARITHMETIC CLASSROOM (513)	4-8	Concepts Operations	D/P;TU; GA	Apple Family ACORN 64 IBM PCjr	game paddle color graphics card	Sterling Swift	$ 49.95 ea./8 ind. lesson packages 29.95 game pkgs.
ARITHMETIC GAMES (511)	2-6	Concepts Operations Problem Solving	D/P;GA	Apple Family Tandy 1000 TRS-80 III IBM PC, PCjr	Firmware Card color monitor-optional	Science Research Assoc.	150.00
ARITHMETIC RACING (511) NOTE: Not sold individually; sold in packages of 5-10 programs ranging from $100-250.	4-8	Operations	D/P;GA	Apple Family		Math Software	(SEE NOTE)
*ASTRO-GROVER (511)	Pre K-1	Concepts Operations	D/P;GA	Apple Family Commodore 64		CBS Software	29.95
BAGELS (793.7) (A program in ELEMENTARY VOLUME I, MATHEMATICS)	3-5	Problem Solving	GA	Apple Family Atari		MECC	30.00
BASIC ARITHMETIC (511)	1-6	Concepts Operations	TU;D/P	Apple Family Atari,400/800 Commodore 64 TRS-80, III/IV		MECC	44.00
*BASIC MATH PRACTICE COURSEWARE (511)	1-6	Operations	D/P	Apple Family	color monitor-recommended	Steck-Vaughn	52.50
BASIC MATH SKILL GAMES (510)	1-4	Operations	D/P;GA	Apple II TRS-80, I		Mentor Software	94.95
BASIC NUMBER FACTS (PLATO) (510)	3-6	Operations	D/P;GA	Apple Family Atari 800 TI 99/4A		Control Data Corp.	49.95
*BEGINNING MATH SKILLS/ADVANCED MATH SKILLS (511) (2 Levels)	K-4	Concepts Operations Measurement Geometry	D/P;GA	Apple Family IBM PC, PCjr IBM PC XT	color graphics board (IBM)	Psychotechnics/ Spiral Learning	49.95 each
	4-8	Operations Measurement Problem Solving					
*BIG BIRD'S FUNHOUSE (511)- ¶	K-1	Concepts	PS;CAI	Commodore 64 Atari	color monitor	CBS Software	34.95

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
*BORROW (511)	2-4	Operations	D/P	TRS-80 Color		B5 Software	$ 21.95 diskette 19.95 cassette
BUILDING ESTIMATION SKILLS (513)	3-8	Concepts Operations	D/P	Apple Family		Cuisenaire Company	65.00
*BUILDING TENS (511)	1-3	Concepts Operations	TU	Apple Family		Hartley Courseware	49.95
BUMBLE GAMES (510)	1-5	Concepts Problem Solving	GA;TU; PS	Apple Family TRS-80 Color IBM PC, PCjr IBM PC AT		The Learning Company	39.95
BUMBLE PLOT (513)	3-8	Concepts Problem Solving	TU;GA; PS	Apple Family TRS-80 Color IBM PC, PCjr	color monitor color monitor joy stick-op	The Learning Company Follette Library Book Co.	40.00 Apple 40.00 TRS-80
*CARRY (511)	2-4	Operations	D/P	TRS-80 Color		B5 Software	21.95 diskette 19.95 cassette
CHALLENGE MATH (513)	2-6	Concepts Operations Problem Solving	D/P;GA	Apple Family Commodore 64	color monitor optional	Sunburst Communications	49.00
*CLOCK WORKS (529)	1-3	Measurement	D/P	Apple Family		MECC	49.00
CIRCUS MATH (510)	2-6	Operations	D/P;GA	Apple Family		MECC	37.00
CLASSROOM MANAGEMENT SYSTEM: MATHEMATICS, LEVEL B (510) (teacher, student, reference, and test diskettes)	4-8	Concepts Operations Measurement Geometry Problem Solving	CMI	Apple Family	printer	Science Research Assoc.	595.00
CLOCK (529)	1-6	Measurement	D/P;TU	Apple II	printer-op	Hartley Courseware	39.95
COLOR KEYS: STRATEGIES IN PROBLEM SOLVING (500)	4-8	Problem Solving	SIM;GA	Apple Family		Sunburst Communications	50.00
COMPUTER DRILL AND INSTRUCTION: MATHEMATICS (510) NOTE: Level A, Managed $325 Unmanaged 210 Level B, Managed 425 Unmanaged 330 Level C, Managed 475 Unmanaged 400 Level D, $575	1-8	Concepts Operations Measurement Geometry Problem Solving	D/P;GA	Apple Family IBM PCjr TRS-80, III	printer-op graphic cards	Science Research Assoc.	(SEE NOTE)

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
COMPUTER MATH ACTIVITIES VOLUMES I-V (511)	1-8	Concepts Operations Measurement Geometry Problem Solving	D/P;GA	Apple II Family		Addison-Wesley	$ 58.86 per volume
COMPUTER MATH GAMES (510)	1-8	Concepts Operations	D/P;GA	Apple Family		Addison-Wesley	324.00 Set 58.86 Vols. 1-4 42.51 Vol. 5 58.86 Vol. 6 45.00 Vol. 7
COUNT, ADD 1, ADD 2, ADD 3 (510)	1-3	Concepts Operations	D/P	Apple Family		Edu-Soft	19.95
COUNTING (511)	1-2	Concepts	D/P	Atari 400/800		MECC	37.00
*COUNTING PARADE (510)	Pre K-1	Concepts	D/P	Apple Family	color monitor joystick or mouse-op	Spinnaker Software	29.95
CUBBYHOLES (510)	1-4	Operations Problem Solving	GA	Atari 400/800	joystick	Atari Program Exchange	17.95
*DECIMAL MATH QUIZ (511)	3-8	Concepts Operations	D/P	TRS-80 Color		Creative Tech. Consult.	19.95 diskette 15.95 cassette
DECIMAL SKILLS (513)	6-8	Concepts Operations	D/P;CAI	Apple Family		Milton Bradley	49.95
DECIMALS (513)	6-8	Concepts	TU;GA	Apple II Commodore 64 PET TRS-80 I/III		Quality Educ. Designs	120.00
*DECIMALS MADE SIMPLE (511)	5-8	Operations	D/P;SIM	Apple II IBM PC, PCjr	color monitor	Thoroughbred Educ.	49.95
*DIVIDING DECIMALS (511) - ¶	4-8	Operations	D/P	Apple II Family Commodore 64, 128 IBM PC, PCjr TRS-80, IV		Microcomputer Workshops	29.95
DIVISION I (510)	3-5	Operations	D/P;TU	TI 99/4 TI 99/4A	color monitor speech synthesizer headset-op	Scott, Foresman	39.95

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
DIVISION SKILLS (513)	6-8	Operations	TU;D/P	Apple Family	color monitor optional	Milton Bradley	$ 49.95
*DONALD DUCK'S PLAYGROUND (737.4)	2-5	Concepts Problem Solving	PS;GA	Commodore 64	color monitor	Walt Disney (EPCOT)	49.95
EARLY ADDITION (511)	1-2	Operations	D/P	Apple Family Atari Computers		MECC	45.00
EARLY CHILDHOOD SOFTWARE (511) 1. Comparison Kitchen 2. Fish Scales 3. Number Farm	1-2	Concepts Measurement	D/P	Apple II Family Commodore 64 IBM PC	color monitor	Developmental Learning	29.92 each
*EARLY DISCOVERIES: CONSERVATION AND COUNTING (510)	PreK-1	Concepts	D/P;GA	Apple II Family	color monitor	Hartley Courseware	35.95
EARLY GAMES FOR YOUNG CHILDREN	1-3	Concepts Operations	D/P;GA	Apple II Family Atari Computers Commodore Computers IBM PC TI 99/4A TRS-80, I/III TRS-80 Color		Counterpoint Software	29.95
*EARLY LEARNING SERIES: MATH (511) 1. Learning to Add & Subtract 2. How to Weigh and Elephant 3. Let's Go Fishing	PreK-3	Concepts Operations	PS;GA	Apple II Family Commodore 64, 128 IBM PC, PCjr		Learning Technologies	24.95 each
*EDUCALC (001.64)	5-8	(varies)	TU	Apple II Family Commodore 64, 128 IBM PC, PCjr		Grolier Electronic	64.95
ELEMENTARY MATHEMATICS CLASSROOM LEARNING SYSTEM (513) (NOTE: $495 for first set; $295 for subsequent sets billed to same account; $9.95 for "Hands-on-Preview" diskette with sample documentation (refundable upon purchase of a set.)	4-8	Concepts Operations	D/P;CAI; TU;GA	Apple II Family Tandy 1000 IBM PC, PCjr	game paddles printer-op color graphics card	Sterling Swift	495.00 1st set (see NOTE)
*ELEMENTARY VOLUME 8-GEOMETRY (513)	6-8	Geometry	TU	Apple II Family		MECC	29.00
ESSENTIAL MATH PROGRAM (513) 2 Volumes	6-8	Concepts Operations Measurement Geometry Problem Solving	D/P	TRS-80, I/III/IV		Radio Shack Educ. Div.	199.00 p/volume

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
*ESTIMATING AND COMMON SENSE (510) 10 Lessons	4-8	Concepts Measurement	D/P	Apple II Family IBM PC, PCjr	printer-op	Imperial Inter. Learn.	$ 99.95
ESTIMATION SKILL BUILDER (513)	5-8	Concepts	D/P	Apple II Family TRS-80 Models		EduSoft	34.95
EXPANDED NOTATION (510)	3-5	Concepts	D/P;TU	Apple II Family	printer-op	Hartley Courseware	29.95
EXPLORER METROS: A METRIC ADVENTURE (389)	4-8	Measurement	SIM;GA	Apple II Family	color monitor-optional	Sunburst Communications	49.00
EXPLORING TABLES AND GRAPHS, LEVEL I, Grades 2-5, LEVEL II, Grades 5-8 (511) - ¶	2-8	Concepts	SIM;TU	Apple II Family		Weekly Reader	34.95
FACTORING WHOLE NUMBERS (512)	5-8	Concepts Geometry	TU;D/P	Apple II PET/CBM TRS-80, I/III		Quality Educational	90.00
FACT TRACK (511)	1-8	Operations	D/P	Apple II Family IBM PC, PCjr		Science Research Assoc.	90.00
FACTORY, THE (160) - ¶	4-8	Problem Solving	PS	Atari Computers Apple II Family Commodore 64 TRS-80 Color IBM PC Tandy 1000	color monitor	Sunburst Communications	59.00
FAY, THAT MATH WOMAN (511)	1-2	Operations	D/P;GA	Apple II Family Commodore 64	color monitor	Didatech Software	39.95 79.95 Lab Pack
*FIRST SHAPES (513)	PreK-2	Geometry	GA	Apple Mcintosh	mouse	First Byte	59.95
*FISH SCALES (511)	PreK-1	Measurement	GA	Apple II Family	color monitor	Developmental Learning	29.95
*FRACTION BARS COMPUTER GAMES (511)	3-8	Concepts Operations	GA;D/P	Apple II Family		Scott Resources, Inc.	34.99
*FRACTION BARS COMPUTER PROGRAMS (511)	3-8	Concepts Operations Problem Solving	GA;D/P	Apple II Family		Scott Resources, Inc.	49.98
*FRACTION FUEL-UP (511)	4-8	Concepts Operations	D/P	Apple II Family Commodore 64, 128		Developmental Learning	29.95

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
FRACTIONS (513)	4-8	Concepts Operations	D/P;TU; GA	TRS-80 Models Apple II Family PET		Quality Educ. Designs	$ 175.00
FRACTIONS I (511)	3-6	Concepts	D/P;TU	TI 99/4A Apple II Family Atari Computers	speech synthesizer-op	Scott, Foresman	34.95
*FRACTIONS: ADDITION AND SUBTRACTION (511) (Class pack or networking available for $164.95)	3-8	Operations	D/P;GA; CMI;PS	Apple II Family Commodore 64, 128 TRS-80, III		Gameco Industries	39.95
FRACTIONS, DECIMALS AND PERCENT (511)	6-8	Concepts Operations Problem Solving	D/P;TU	Apple II Family		Society for Visual Educ.	229.00 set of 6
*FRACTIONS: MULTIPLICATION AND DIVISION (511) (Class pack or networking available for $164.00)	5-8	Operations	D/P	Apple II Family Commodore 64, 128 TRS-80, III		Gamco Industries	39.95
FRACTIONS PRACTICE (PLATO) (511)	4-8	Concepts	D/P;GA	Apple II Family Atari Computers TI 99/4A IBM PC		Control Data	60.00
FUN HOUSE MAZE (794)	4-8	Problem Solving	GA;PS	Apple II Family	color monitor optional	Sunburst Communications	59.00
GALAXY MATH FACTS GAME (510)	1-8	Operations	D/P;GA	Apple II Family TRS-80 Models IBM PC, PCjr	graphics card	Random House	147.00 diskette 99.00 cassette
*GEOMETRIC CONCEPTS (513)	6-8	Geometry	TU	Apple II Family	printer	Prescription Learning	180.00 series 80.00 disk A,B 120.00 disk C,D,E
*GEOMETRIC PRESUPPOSER (513)	6-8	Geometry	D/P	Apple II Family		Sunburst Communications	99.00
GEOMETRY ALIVE! (516)	6-8	Geometry	D/P;TU	Apple II Family		Educational Activities	159.00
*GEOMETRY/PART I (513)	K-5	Geometry	D/P	Apple II Family		K-12 MicroMedia Pub.	29.95
*GEOMETRY WITH LOGO (513) (Eight-part program)	5-8	Geometry	TU	Apple II Family		Metier Software	49.95 ea.

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
GERTRUDE'S PUZZLES (510)	1-6	Problem Solving	GA	Apple II Family IBM PC, PCjr		The Learning Company	$ 44.95
GERTRUDE'S SECRETS (510)	1-4	Problem Solving	GA	Apple II Family IBM PC, PCjr		The Learning Company	44.95
*GET TO THE POINT (511)	5-8	Concepts Operations	GA;D/P	Apple II Family IBM PC, PCjr Tandy 1000 TRS-80, III	color monitor optional	Sunburst Communications	59.00
GETTING READY TO READ AND ADD (411) - ¶	1	Concepts	GA	Apple II Family Atari Computers Commodore 64, 128 IBM PC, PCjr	graphics card joystick, game paddles, color monitor-op	Sunburst Communications	55.00
GOLF CLASSIC/COMPUBAR (513)	4-8	Concepts Operations Measurement Problem Solving	GA;PS	Apple II Family Atari Computers IBM PC, PCjr	color monitor-optional	Milliken Publishing	39.95 diskette 34.95 cassette
GRABIT FACTORY (513)	1-3	Concepts	D/P;GA	Apple II Family Commodore 64, 128	joystick, recommended color monitor-op	Eric Software Publishing	39.95
GROWGIN'S FRACTIONS (511)	5-8	Concepts	TU;GA	Apple II Family		MECC	45.00
*GUESS MY RULE (510)	6-8	Problem Solving	PS	Apple II Family	color monitor-optional	HRM Software	59.00
GUINNESS WORLD RECORDS PROBLEM AREAS IN MATH (510)	3-7	Operations Problem Solving	TU	Apple II Family	color monitor	Society for Visual Educ.	225.00 (set of 4) 99.00 Addition 99.00 Subtraction
HEY, TAXI! (511)	2-8	Operations	D/P;GA	Apple II Family		Media Materials	39.95
*HOW MANY? (510)	PreK-3	Concepts Operations	GA	Apple Macintosh	mouse	Intellectual Software	34.95
HOW TO WEIGH AN ELEPHANT (510)	1-3	Measurement	PS;GA	Apple II Family	color monitor recommended	Learning Tech. Inc.	29.95
INTEGERS AND ESTIMATION DRILL (510)	5-8	Operations	D/P	TRS-80 Models Apple II Family Atari Computers		EduSoft	24.95
INTRODUCTION TO COUNTING (513)	1-3	Concepts	D/P	Apple II Family		Ed-Ware Services	38.95
IT'S ABOUT TIME (529)	1-2	Measurement	D/P;GA	Apple II Family Atari Computers	joystick	McCarthy-McCormick	25.00 diskette 20.00 cassette

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
*JOURNEYS INTO MATH (510)	K-6	Operations	D/P;TU	Apple II Family	Ufonic voice system	Prescription Learning	$ 98.00
K-8 MATH PROGRAM (513)	K-6	Concepts Operations Measurement Geometry Problem Solving	D/P;CMI	TRS-80 Models	printer-op	Radio Shack	199.00
KINDER KONCEPTS (372)	1	Concepts Measurement	D/P	Apple II Family PET Commodore 64, 128		Midwest Software	55.00
KING'S QUEST (794)	4-8	Problem Solving	PS	Apple IIe, IIc IBM PC	color graphic card	Sierra On-Line	49.95
*KING'S RULE (510) - ¶	4	Problem Solving	PS	Apple II Family Commodore 64, 128 IBM PC, PCjr TRS-80, III/IV		Sunburst Communications	59.00
*KNOWING NUMBERS (511)	PreK-3	Concepts Operations	GA;D/P	Apple II Family	color monitor recommended	Learning Well	49.95
LEARNING ABOUT NUMBERS (513)	1-5	Concepts Operations	D/P;CMI	Apple II Family		C & C Software	40.00
LOGO (001.64) §These LOGO software packages in and of themselves will not teach BSAP objectives. They may, however, be adapted by teachers and used for that purpose.	1-8	§ Concepts § Operations § Measurement § Geometry § Problem Solving	See §	Apple II Family Atari Computers Commodore 64, 128 IBM PC, PCjr TI 99/4A Tandy 1000	color monitor recommended with all computers	(Vendors of various companies)	varies
LONG DIVISION (511)	3-6	Operations	TU;D/P	Apple II Family PET Atari Computers TRS-80 Models		Educational Activities	16.95
MATH BLASTER (513)	1-6	Concepts Operations	D/P	Apple II Family IBM PC Commodore 64, 128	joystick-op	Davidson and Associates	49.95
THE MATH CONNECTION (513)	3-8	Operations	D/P;GA	TRS-80 Models		Sunburst Communications	55.00 diskette 49.00 cassette
*MATH FOR EVERYDAY LIVING (511)- ¶	4-8	Operations Problem Solving	CAI;D/P;TU	Apple II Family Commodore 64, 128 IBM PC TRS-80 Model IV	color monitor optional	Educational Activities	109.00

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
*MATH LEAP FROG (511)	1-6	Operations	GA;CMI	Apple II Family Commodore 64, 128 TRS-80, III		Gamco Industries	$ 39.95
MATH MAN (510)	3-8	Operations	D/P	Apple II Family IBM PC		Scholastic, Inc.	39.95
*MATH MASTERY SERIES (511)	3-8	Operations	GA;D/P	Apple II Family TRS-80 Model III		Gamco Industries	39.95
MATH MAZE (511) - ¶	1-8	Operations Problem Solving	D/P;GA	Apple II Family IBM PC, PCjr Atari Computers Commodore 64		DesignWare	39.95
MATH 1-2-3 FOUR PACK: COUNTING (511)	1-3	Concepts Operations	D/P	Commodore 64, 128		Micro-Ed	34.95
*MATH RABBIT (511)	K-2	Concepts Operations	GA	Apple II Family IBM PC, PCjr		The Learning Company	54.95 Sch. Ed. 39.95 Reg. Ed. 60.00 Lab Pack
*MATH RUN (511)	1-6	Operations	D/P;GA	Apple II Family Commodore 64, 128		Avant-Garde	34.95
MATH SEQUENCES (510)	1-8	Concepts Operations	D/P	Apple II Family Atari Computers PET TRS-80 Models		Milliken Publishing	495.00 Set of 17 disks 200.00 PET (tape) 200.00 TRS-80(")
*MATH STORY SOLVERS (510)	4-8	Problem Solving	PS	Apple II Family		Imperial Inter. Learn.	299.95 Nine disks
MATH WORLDS: EXPLORING MATHEMATICS THROUGH COMPUTERS (513)	6-8	Problem Solving	PS;TU; SIM	Apple II Family Commodore 64, 128 IBM PC, PCjr PET	color graphics card	Sterling Swift	249.95 1.95 Turtle Tractor .50 Cosmic Ex. Handbook
MATH WORD GAMES (510)	3-6	Problem Solving	D/P	Apple II Family PET TRS-80, III/IV		McGraw-Hill	38.25
MATHEMATIC-TAC-TOE (511)	1-6	Operations	D/P;GA	Atari Computers		Atari Program Exchange	15.95
MATHEMATICAL CONCEPTS (511)	4-8	Concepts Operations	D/P	Apple II Family	game paddle	Milton Bradley	44.95 ea. box (3 boxes)
MATHEMATICS ACTIVITIES COURSE-WARE, LEVEL 4 (511)	4	Concepts Operations	PS;GA	Apple II Family IBM PC, PCjr	color monitor color graphics card	Houghton-Mifflin	165.00

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
MATHEMATICS ACTIVITIES COURSE-WARE, LEVEL 5 (511)	5	Operations Problem Solving	PS;GA	Apple II Family IBM PC, PCjr	color monitor color graphics card	Houghton-Mifflin	$ 165.00
MATHEMATICS ACTIVITIES COURSE-WARE, LEVEL 6 (511)	6	Concepts Operations Measurement Geometry Problem Solving	PS;GA	Apple II Family IBM PC, PCjr		Houghton-Mifflin	165.00
MATHEMATICS ACTIVITIES COURSE-WARE, LEVEL 7 (511)	7	Problem Solving	PS;GA; D/P	Apple II Family IBM PC, PCjr		Houghton-Mifflin	165.00
MATHEMATICS VOLUME 1 - GRAPHING, LOGIC, AND EQUATIONS (510)	6-8	Concepts Problem Solving	GA;SIM	Apple II Family Atari Computers TRS-80 Color Commodore 64, 128		MECC	39.00
MATHEMATICS VOLUME 2 - MEASUREMENT (510)	6-8	Measurement	D/P;TU	Apple II Family		MECC	39.00
MATHEMATICS VOLUME 3 - GEOMETRY (513)	6-8	Geometry	TU;D/P	Apple II Family		MECC	39.00
MATHWARE, BASIC MATH, SYSTEM S (513)	2-8	Concepts Operations Measurement Geometry Problem Solving	TU;D/P; CMI	Apple II Family	printer-op	Math City	350.00
MECC GRAPH (311)	6-8	Concepts	TU	Apple II Family		MECC	49.00
MECC GRAPHING PRIMER (311)	6-8	Concepts	D/P	Apple II Family		MECC	29.00
METRIC SYSTEM TUTOR (389)	6-8	Measurement	TU;D/P	Apple II Family		Cygnus Software	66.00
MICROCOURSE MATHEMATICS: SOLVING STORY PROBLEMS-WHOLE NUMBERS, LEVELS 3-6 (511)	3-6	Problem Solving	D/P;TU; CMI	Apple IIe, IIc Rainbow DEC IBM PC, PCjr		Houghton-Mifflin	348.00
MIND PUZZLES (793.7)	6-8	Problem Solving	TU	Apple II Family		MECC	49.00
MIXED NUMBERS (513)	6-8	Operations	TU;D/P; CMI	Apple II Family		Milton Bradley	49.95
MONEY! MONEY! (332.4)	1-5	Measurement	D/P;TU	Apple II Family		Hartley Courseware	40.00

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
MOPTOWN HOTEL (793.7)	3-8	Problem Solving	PS	Apple II Family Atari Computers Commodore 64, 128 IBM PC, PCjr	color monitor, recommended color graphics card	The Learning Company	$ 39.95
MOPTOWN PARADE (424)	1-5	Concepts Problem Solving	TU;GA	Apple II Family TRS-80 Color		The Learning Company	50.00
MULTIPLICATION 1 (511)	2-5	Operations	D/P;TU	TI 99/4A	speech synthesizer-op	Scott, Foresman	44.95
MULTIPLICATION PUZZLES (511)	3-6	Operations	D/P	Apple II Family		MECC	49.00
*MULTIPLYING DECIMALS (511)- ¶	4-8	Operations	D/P	Apple II Family Commodore 64, 128 IBM PC, PCjr TRS-80 Model IV		Microcomputer Workshops	29.95
MULTIPLYING FRACTIONS (511)	5-8	Concepts Operations	D/P	Apple II Family Atari Computers Commodore 64, 128 PET TRS-80 Models		Microcomputer Workshops	25.95 diskette 20.00 cassette
*NEW ARITHMETIC CLASSROOM (511)	K-8	Operations Measurement Geometry	TU;D/P	Apple II Family	color monitor recommended	Collamore Educ. Pub.	99.95 ea. prog. 999.95 series (14 programs)
*NUMBER FACTS (511)	1-6	Operations	D/P;GA	Apple II Family Commodore 64, 128 TRS-80 Model III		Gamco Industries	39.95
*NUMBER MUNCHERS (511)	3-8	Concepts	TU;D/P	Apple IIe, IIc		MECC	49.00
*NUMBER SEA HUNT (511)	3-8	Concepts Operations	D/P	Apple II Family Commodore 64, 128 TRS-80 Model III		Gamco Industries	39.95
NUMBER STUMPER (511)	2-4	Concepts Operations	D/P;GA	Apple II Family		The Learning Company	39.95
NUMBER WORDS-LEVEL 1 (510)	2-4	Concepts	D/P	Apple II Family	printer-op	Hartley Courseware	26.95
NUMBER WORDS-LEVEL 2 (510)	2-5	Concepts	D/P	Apple II Family	printer-op	Hartley Courseware	29.95
NUMBERS (513)	1	Concepts	TU;D/P;GA	Commodore 64, 128 PET		JMH Software	10.00 tape

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement		Producer/Vendor	Price
				Computer	Peripherals		
*PERCENTS (511)	6-8	Concepts	D/P	Apple II Family	color monitor-optional	Media Materials	$ 49.95
*PERIMETER, AREA, VOLUME (513)	5-8	Geometry	D/P	Apple II Family Commodore 64, 128 TRS-80 Model III		Gamco Industries	39.95
*PINBALL MATH (511)	1-6	Operations	D/P;TU;GA	Commodore Computers		Taylormade Software	24.95 diskette 19.95 cassette
PIRATE AND ROUNDING (513)	4-6	Concepts Operations	D/P;GA	Apple II Family TRS-80, I/III		Diversified Educ. Ent.	
PLATO'S CAVE (160)	5-8	Problem Solving	SIM;PS;GA	Apple II Family Commodore 64, 128 IBM PC, PCjr		Krell Software	49.95
*PLAYING TO LEARN: MATH/LOGIC GAMES (510)	6-8	Concepts Operations Problem Solving	GA	Apple II Family Commodore 64, 128		HRM Software	69.00
*POWER DRILL (511)	4-8	Operations	D/P	Apple II Family Commodore 64, 128 IBM PC, PCjr TRS-80 Model III		Sunburst	59.00 ea. (Four-part prog.) 177.00 Lab pack
PRESCRIPTIVE MATH DRILL (513)	1-4	Operations	D/P;CMI	Apple II Family		Hartley Courseware	79.95
*PRIME NUMBERS (510)	7-8	Concepts Problem Solving	PS	Apple II Family IBM PC, PCjr		MECC	29.00
PROBLEM SOLVING STRATEGIES (510)	5-8	Problem Solving	TU;CMI	Apple II Family		MECC	45.00
*PROPORTIONS AND PERCENTS (510) (Twelve topics on six disks.)	7-8	Concepts	TU;GA	Apple II Family		Quality Educ. Designs	199.00
*PSST: PROBLEM SOLVING STRATEGY TRAINING (510)	4-8	Problem Solving	TU;PS	Apple II Family		Winners Circle Educ.	32.95
PUZZLE TANKS (793.7)	3-8	Problem Solving	PS	Apple II Family TRS-80 Models		Sunburst	55.00 165.00 Lab pack
*PUZZLE WORKS (510)	1-4	Operations	D/P	Apple II Family		Continental Press	29.95
QUOTIENT QUEST (510)	4-8	Operations	D/P	Apple II Family		MECC	49.00
RATIOS AND PROPORTIONS (510)	6-8	Concepts Operations	D/P	Apple II Family		Milton Bradley	49.95

Title of Software and Dewey Decimal Classification	Grade Level	BSAP Objective	CAI Mode	System Requirement Computer	System Requirement Peripherals	Producer/Vendor	Price
*RIGHT TURN (510)	4-8	Problem Solving	PS	Apple II Family Commodore 64, 128 IBM PC	color monitor	Sunburst	$ 59.00 177.00 Lab pack
*ROBOMATH (511)	2-8	Operations	GA;D/P	Apple II Family IBM PC, PCjr	color graphics adapter (IBM)	MindPlay	39.99
*ROUNDING (510)	4-8	Concepts	D/P;GA	Apple II Family Commodore 64, 128 TRS-80 Model III		Gamco	39.95
SAFARI SEARCH (510)	3-8	Problem Solving	PS	Apple II Family		MECC	59.00 177.00 Lab pack
SALINA MATH GAMES (511)- ¶	3-8	Concepts Operations	D/P	Apple II Family TRS-80, III/IV		Educational Activities	159.00
SELL LEMONADE (ELEMENTARY, VOLUME 3) (339.4)	4-8	Problem Solving	SIM	Apple II Family Atari Computers		MECC	38.00 Apple 36.00 Atari
SOCCER MATH (510) (Note: $25.95, version compatible with BOTRAX Type-'n'-Talk(TM) $29.95, speech synthesizer)	1-6	Operations	GA	Apple II Family		Compu-tations	(See Note)
*SOFT TEXT (511)	1-6	Operations	D/P	Apple II Family		Continental Press	29.95
*SPACE JOURNEY (511)	6-8	Operations	D/P;SIM	Apple II Family	color monitor-recommended	Scott, Foresman	29.95
*SPEEDWAY MATH (511)	1-6	Operations	D/P	Apple IIe, IIc		MECC	49.00
*SPINNERS & SLUGS (510)	5-7	Problem Solving	PS;TU; D/P	Apple II Family		Scott, Foresman	49.95
*STAR MAZE	3-6	Operations	SIM;GA	Apple II Family	color monitor	Scott, Foresman	29.95
STICKYBEAR MATH (513)	1-4	Operations	D/P;CMI	Apple II Family Commodore 64, 128	color monitor-optional	Weekly Reader	39.95 Apple 29.95 Commodore
STICKYBEAR NUMBERS (510)	1	Concepts	D/P	Apple II Family		Xerox Education	39.95
*STORYBOOK FRIENDS: ADDITION AND SUBTRACTION (511)	K-3	Operations	GA;D/P	Apple II Family Atari Computers	joystick, Atari	Edupro	39.95
*STORYBOOK FRIENDS: NUMBER RELATIONSHIPS (510)	K-3	Concepts	GA;D/P	Apple II Family Atari Computers	joystick, Atari color monitor, recommended	Edupro	39.95

SCIENCE OBJECTIVES AND SUBSKILLS

CN: Concepts - The student can apply science concepts.

- CN1: The student can comprehend and apply basic LIFE SCIENCE concepts.
- CN2: The student can comprehend and apply basic EARTH-SPACE SCIENCE concepts.
- CN3: The student can comprehend and apply basic PHYSICAL SCIENCE concepts.

PR: Process Skills - The student can apply science process skills.

- PR1: The student can comprehend and apply BASIC science process skills.
- PR2: The student can comprehend and apply INTEGRATED science process skills.

ST: Science and Technology - The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.

- ST1: The student can comprehend, apply, and analyze basic concepts about technology and relationships between science and technology.
- ST2: The student can comprehend, apply, and analyze basic relationships between science/technology and self, society, and the environment.

NS: Nature of Science - The student can demonstrate a comprehension of the nature of science.

- NS1: The student can comprehend and apply basic concepts about the nature of science.

Pilot *TEACHING & TESTING in Science Series, Part 1 and Part 2*
Educational Assessment Section, Office of Research
South Carolina Department of Education, July 1987; February 1988.

GRADES 1-8 SCIENCE SOFTWARE BSAP CORRELATION

Title of Software, Dewey Decimal Classification, Copyright	Grade Level	BSAP Objective	CAI Mode	System Requirements	Producer/Vendor	Price
Acid Rain (574) 1984	5-8	CN2, PR1, PR2, ST2, NS1	TU, SIM	Apple Family	Diversified Education	49.95
* *Adaptation & Identification* (591.51) 1985	5-7	CN1	D/P, PS	Apple Family	Scott, Foresman	49.95
Air Pollution (628.5) 1982	7-8	CN2, ST2, PR1, PR2	TU, SIM, LT	Apple Family, TRS-80 III/4, IBM PC	Educational Materials	47.00 AP 48.00 TRS 52.00 IBM
* *All About You and the Weather* (551.6) 1985 ¶	K-2	CN2	D/P, PS	Apple Family, Commodore 64	Grolier Electronic	54.95
Anatomy Challenge (612) 1984 ¶	7	CN1	D/P, GA	Apple Family, Commodore 64/128	Island Software	29.95
Astrocalc (520)	8	CN2,ST2, NS1	SIM	Apple Family, Commodore 64/128, IBM PC/PCjr, Tandy 1000	Zephyr Services	29.95
Astronomy: Stars for All Seasons (523.8) 1983	5-8	CN2	SIM, TU	Apple Family, TRS-80 III/4, Commodore 64	Educational Activities	59.95
Atarilab Starter Set (507) 1984	5-8	PR1, PR2, ST1, NS1	LT	Atari Computers	Atari Corporation	99.00
Balance (574)	7	CN1, PR1, ST2, NS1	SIM	Apple Family, Commodore 64/128, IBM PC/PCjr, TRS-80 I/III, Tandy 1000	Diversified Education	54.95
* *Balance in Nature* (574.5)	4-8	CN1	TU, PS	Apple Family, Commodore 64	Focus Media	85.00
* *Beach Combing Treasures* (591.92)	3-7	CN1, PR1	D/P	Apple Family	Spectrum Software	25.00
* *Body Systems II Series* (612)	4-7	CN1	TU, D/P	Apple Family	Marshfilm/Marshware	39.95
Body Transparent (612) 1985	4-7	CN1, PR1	D/P, GA	Apple Family, Commodore 64/128, IBM PC/PCjr, TRS-80 4, Tandy 1000	DesignWare	44.95
* *Botanical Gardens* (580) * Student should have mastered PR1 skills before using PR2 skills.	6-7	CN1, PR2*	SIM, PS	Apple Family	Sunburst	59.00
Cell Defense (616) 1984	7	CN1	GA, SIM	Commodore 64/128, joystick, color monitor	Human Engineered	14.95

Title of Software, Dewey Decimal Classification, Copyright	Grade Level	BSAP Objective	CAI Mode	System Requirements	Producer/Vendor	Price
Cell Growth and Mitosis (574.87) 1984 ¶	7	CN1, NS1	SIM, LT	IBM PC/PCjr, Tandy 1000, color monitor, color graphics adapter	Classroom Consortia	69.95
* *Cells and Tissues* (574.87) 1986 ¶	7	CN1	TU	Apple Family, IBM PC/PCjr	Educational Activities	59.95
* *Changing Earth* (551) 1985	5, 6, 8	CN2, ST1, PR1	SIM	Apple Family	D C Heath	66.00
Characteristics of a Scientist (501) 1983	7-8	ST2, NS1	TU	Apple Family	Cygnus Software	39.00
* *Circulation and Digestion* (611)	3-7	CN1	TU, D/P	Apple Family	Milliken Publishing	95.00
Comp-U-Solve (793.7) 1984	2-8	PR1, PR2, ST1, NS1	GA, PS	Apple Family, TRS-80 III/4, Commodore 64/128	Educational Activities	109.00
Dating and Geologic Time (913) 1986	8	CN2, PR1, PR2, ST2, NS1	SIM, D/P	Apple Family	D C Heath	75.00
Dinosaur Days (568) 1985	1-6	CN1, CN2	D/P, TU	Apple Family, color monitor	TYC Software	39.95
Dinosaur Zoo (568)	2-5	CN2, PR1, ST2, NS1	D/P, TU	Apple Family, color monitor	Spectrum Software	47.00
Discover: A Science Experiment (507) 1985 ¶	6-8	CN1, PR1, PR2, NS1	SIM, PS	Apple Family	Sunburst	65.00
Discovering the Scientific Method (507) 1984	6-8	PR1, PR2, NS1	D/P, TU, PS	Apple Family, TRS-80 Models	Focus Media	55.00
Discovery Lab (507) 1984	6-8	PR1, PR2	PS	Apple Family	MECC	55.00
Dyno Quest (568)	2-8	CN2, PR1, ST2, NS1	GA, SIM, D/P	Apple Family, IBM PC/PCjr, Tandy 1000	Mindplay	49.99
* *Earth & Universe Simulator Package* (523.2) 1. Planetarium on Computer: The Solar System 2. The Earth & Moon Simulator	5, 6, 8	CN2, CN3	SIM	Apple Family	Focus Media	 75.00 99.00
* *Earthquakes* (551.2) 1985	8	CN2, ST2	TU, D/P	IBM PC/PCjr, color graphics card	IBM Direct	44.00
Earth Science Series: Ground Water (550) 1984	8	CN2, CN3, ST2	D/P, TU, SIM	IBM PC/PCjr, Tandy 1000, color monitor	IBM Direct	49.00
Earth: The Inside Story (551)	4-8	CN2	TU, CMI	Apple Family, IBM PC/PCjr	Educational Activities	59.95

Title of Software, Dewey Decimal Classification, Copyright	**Grade Level**	**BSAP Objective**	**CAI Mode**	**System Requirements**	**Producer/Vendor**	**Price**
Earth Through Time and Space (520)	5-8	CN2	SIM	Apple Family, IBM PC/PCjr	Educational Activities	59.95
Electric Circuits (621.381)	3-6	CN3	TU, D/P	Apple Family	Educational Materials	39.00
Energy and Power (507) 1984	4-8	CN3, PR1, ST1	D/P, TU, PS	Commodore 64/128	Micro Ed	34.95
Experiments in Science (502.8) 1983	7-8	PR1, PR2, ST1,ST2, NS1	LT, SIM	Apple Family	HRM Software	269.00
Explorations in Science: Animal Survival (575)	3-6	CN2, PR1	D/P, SIM	Apple Family, Ufonic voice system	Prescription Learning	89.00
Explorations in Science: Weather Wise (551.59)	3-8	CN2, PR1, PR2	SIM, D/P	Apple Family, Ufonic voice system	Prescription Learning	89.00
Exploring That Amazing Food Factory: The Leaf (581)	7	CN1, PR1, ST2, NS1	D/P, SIM	Apple Family, IBM PC/PCjr, Tandy 1000, color monitor	Thoroughbred Education Software	49.95
Factory, The (507) 1984	4-8	PR1, PR2, ST1, ST2, NS1	PS, SIM	Atari Computers, Apple Family, Commodore 64/128, TRS-80 Models, IBM PC/PCjr, Tandy 1000, color monitor	Sunburst	59.00
Fascinating Story of Cell Growth (574)	7	CN1, PR1, ST2, NS1	SIM, D/P	Apple Family, IBM PC/PCjr, Tandy 1000, color monitor	Thoroughbred Education Software	49.95
* *Five Senses* (612) 1985	2-7	CN1, CN3	TU	Apple Family	Marshfilm/Marshware	39.95
4-H Ding Darling Soil, Water, Wildlife Project (631.4) 1985	5-8	CN1, CN2, ST2	SIM, PS, GA	Apple Family	Heartland Education Agency	30.00
Fun House Maze (793.7) 1984	4-8	PR1, PR2	GA, PS	Apple Family, color monitor	Sunburst	65.00
Galactic Prospector (523.1) 1984	8	CN2, PR2, ST2	SIM, PS, GA	Apple Family, color monitor	Walt Disney Family Software	59.95
Gears (621.9) 1985	5-6	CN3, PR1, PR2, ST1, NS1	PS, LT	Apple Family, IBM PC/PCjr, Tandy 1000, TRS-80 Color, color monitor	Sunburst	65.00
Genetics: Blood Typing and Chromy Bug (575.1) 1982	7	CN1, PR1, PR2, ST2	D/P, SIM, PS	Apple Family, color monitor	T.I.E.S.	49.95

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
DINOSAUR DAYS (568) Concepts: comprehension and application of basic life and earth-space science concepts.	1-6	D/P;TU	Apple II Family	color monitor	TYC Software	$ 39.95
*DINOSAUR ZOO (568) Concepts: comprehension and application of basic earth-space science concepts; Process: application of basic science process skills; Nature of Science: comprehension of how science knowledge is generated and how the use & interpretation of science knowledge is affected by various factors.	2-5	D/P;TU	Apple II Family	color monitor	Spectrum Software	47.00
DISCOVER: A SCIENCE EXPERIMENT (507) Concepts: comprehension & application of basic life science concepts; Process: application of basic and integrated science process skills; Nature of Science: comprehension of characteristics and how science knowledge is generated. - ¶	6-8	SIM;PS	Apple II Family		Sunburst Communications	55.00
DISCOVERING THE SCIENTIFIC METHOD (507) Process: application of basic and integrated science process skills; Nature of Science: comprehension of characteristics of science knowledge and how science knowledge is generated.	6-8	D/P;TU; PS	Apple II Family TRS-80 Models		Focus Media, Inc.	49.00
DISCOVERY LAB (507) Process: application of basic and integrated science process skills.	6-8	PS	Apple II Family		MECC	44.00
*DYNO-QUEST (568) Concepts: comprehension & application of basic earth-space science concepts; Process: application of basic science process skills; Nature of Science: comprehension of how science knowledge is generated and how the use & interpretation of science knowledge is affected by various factors.	2-8	GA;SIM; D/P	Apple II Family IBM PC, PCjr		Mindplay	39.99
EARTH SCIENCE (550) Concepts: comprehension and application of basic earth-space science concepts.	5-8	D/P;SIM; TU	Apple II Family Atari Computers Commodore 64, 128 TRS-80 Models		MECC	39.00
EARTH SCIENCE SERIES: GROUND WATER (550) Concepts: comprehension & application of basic earth-space and physical science concepts; Science & Technology: comprehension and analyzation the effects of technology on self, society & environment.	8	D/P;TU; SIM	IBM PC, PCjr	color monitor	IBM, Incorporated	49.00
*EARTH: THE INSIDE STORY (551) Concepts: comprehension and application of basic earth-space science concepts.	4-8	TU;CMI	Apple II Family		Educational Activities	59.95

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
*EARTH THROUGH TIME AND SPACE (520) Concepts: comprehension and application of basic earth-space science concepts.	5-8	SIM	Apple II Family		Educational Activities	$ 59.95
*ELECTRIC CIRCUITS (621.381) Concepts: comprehension and application of basic physical science concepts.	3-6	TU;D/P	Apple II Family		Educational Materials	33.00
ELEMENTARY VOLUME 4 - MATH/SCIENCE (507) (Programs in series - Estimate, Math Game, Molecular Motion, Odell Lake, Odell Woods, Solar Distance, USRA) Concepts: comprehension & application of basic life, earth-space and physical science concepts; Process: application of basic and integrated science process skills; Science & Technology: comprehension and analyzation the effects of technology on self, society & environment; Nature of Science: comprehension of characteristics of science knowledge, how knowledge is generated and how the use and interpretation is affected by various factors.	2-8	D/P;TU; GA;SIM	Apple II Family		MECC	49.00
ENERGY AND POWER (507) Concepts: comprehension & application of basic physical science concepts; Process: application of basic science process skills; Science and Technology: comprehension of science and technology relationship.	4-8	D/P;TU; PS	Commodore 64, 128		Micro Ed, Inc.	34.95
EPIDEMIC! (614.4) Concepts: comprehension and application of basic life, earth-space, and physical science concepts; Science and Technology: comprehension and analyzation the effects of technology on self, society and environment.	5-8	GA;SIM	Apple II Family Atari Computers IBM PC, PCjr		Strategic Simulations	34.95
EXPERIMENTS IN SCIENCE (502.8) Process: application of basic and integrated science process skills; Science and Technology: comprehension of science and technology relationship and comprehension and analyzation the effects of technology on self, society & environment; Nature of Science: comprehension of how science knowledge is generated.	7-8	LT;SIM	Apple II Family	printer and color monitor optional	HRM Software	249.00
*EXPLORATIONS IN SCIENCE: ANIMAL SURVIVAL (575) Concepts: comprehension and application of basic life science concepts; Process: application of basic science process skills.	3-6	D/P;SIM	Apple II Family	Ufonic voice system	Jostens Learning Systems	69.00
*EXPLORATIONS IN SCIENCE: WEATHER WISE (551.59) Concepts: comprehension & application of basic earth-space science concepts; Process: application of basic and integrated science process skills.	3-8	SIM;D/P	Apple II Family	Ufonic voice system	Jostens Learning Systems	69.00

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement Computer	System Requirement Peripherals	Producer/Vendor	Price
*EXPLORING THAT AMAZING FOOD FACTORY: THE LEAF (581) Concepts: comprehension & application of basic life science concepts; Process: application of basic science process skills; Nature of Science: comprehension of how science knowledge is generated and comprehension of how the use & interpretation of science knowledge is affected by various factors.	7	D/P;SIM	Apple II Family IBM PC, PCjr	color monitor	Thoroughbred Education Software	$ 49.95
FACTORY, THE (507) Process: application of basic and integrated science process skills; Science and Technology: comprehension of science and technology relationship and effects of tecnnology on self, society and environment; Nature of Science: comprehension of how science knowledge is generated.	4-8	PS;SIM	Atari Computers Apple II Family Commodore 64, 128 TRS-80 Models IBM PC, PCjr	color monitor	Sunburst Communications	55.00
*FASCINATING STORY OF CELL GROWTH (574) Concepts: comprehension & application of basic life science concepts; Process: application of basic science process skills; Nature of Science: comprehension of how science knowledge is generated and how the use and interpretation of science knowledge is affected by various factors.	7	SIM;D/P	Apple II Family IBM PC, PCjr	color monitor	Thoroughbred Education Software	49.95
4-H DING DARLING SOIL, WATER, WILDLIFE PROJECT (631.4) Concepts: comprehension & application of basic life and earth-space science concepts; Science and Technology: comprehension and analyzation the effects of technology on self, society & environment.	5-8	SIM;PS;GA	Apple II Family		Heartland Education Agency	30.00
FUN HOUSE MAZE (793.7) Process: application of basic and integrated science process skills.	4-8	GA;PS	Apple II Family	color monitor recommended	Sunburst Communications	55.00
GALACTIC PROSPECTOR (523.1) Concepts: comprehension & application of basic earth-space science concepts; Process: application of integrated science process skills; Science & Technology: comprehension and analyzation the effects of technology on self, society & environment.	8	SIM;PS;GA	Apple II Family	color monitor	EPCOT Educational Media	59.95
*GEARS (621.9) Concepts: comprehension & application of basic physical science concepts; Process: application of basic and integrated science process skills; Science and Technology: comprehension of science and technology relationship; Nature of Science: comprehension of characteristics of science knowledge.	5-6	PS;LT	Apple II Family IBM PC, PCjr TRS-80 color computer	color monitor	Sunburst Communications	59.00 177.00 Lab pack
GENETICS: BLOOD TYPING AND CHROMY BUG (575.1) Concepts: comprehension and application of basic life science concepts; Process: application of basic and integrated science process skills; Nature of Science: comprehension of how the use & interpretation of science knowledge is affected by various factors.	7	D/P;SIM;PS	Apple II Family	color monitor	TIES	49.95

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
GEOLOGY SEARCH (553.2) Concepts: comprehension and application of basic earth-space science concepts; Process: application of basic and integrated science process skills; Science and Technology: comprehension & analyzation the effects of technology on self, society & environment; Nature of Science: comprehension of how science knowledge is generated.	4-8	SIM	Apple II Family TRS-80 III/IV		McGraw-Hill Book Co.	$ 240.00
*GROVER'S ANIMAL ADVENTURES (590) Concepts: comprehension and application of basic life science concepts; Process: application of basic science process skills.	Pre K-1	D/P;SIM	Commodore 64,128		CBS Interactive Learn.	41.95
*HALLEY (523.6) Concepts: comprehension & application of basic earth-space science concepts; Process: application of basic science process skills; Science and Technology: comprehension of science and technology relationship and comprehension & analyzation the effects of technology on self, society and environment; Nature of Science: comprehension of characteristics and how science knowledge is generated.	6-8	SIM	IBM PC		StarSoft	34.95
HEART LAB (612) Concepts: comprehension and application of basic life science concepts. - ¶	7	SIM;TU; D/P	Apple II Family Commodore 64,128 TRS-80 Models PET		Educational Activities	39.95 diskette 29.95 cassette
HEART SIMULATOR, THE (612) Concepts: comprehension and application of basic life science concepts.- ¶	5-7	SIM	Apple II Family	color monitor optional	Focus Media, Inc.	49.00
HEREDITY DOG (575.1) Concepts: comprehension and application of basic life science concepts.	7	TU	Apple II Family		HRM Software	49.99
HOME AUTOMATIC WEATHER STATION (551.59) Concepts: comprehension & application of basic earth-space and physical science concepts; Process: application of basic and integrated science process skills; Science & Technology: comprehension of science and technology relationship and comprehension & analyzation the effects of technology on self, society and environment; Nature of Science: comprehension of how the use and interpretation of science knowledge is affected by various factors.	6-8	LT;SIM	Commodore 64,128	printer-op	VAISALA, Inc.	199.95

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
DINOSAUR DAYS (568) Concepts: comprehension and application of basic life and earth-space science concepts.	1-6	D/P;TU	Apple II Family	color monitor	TYC Software	$ 39.95
*DINOSAUR ZOO (568) Concepts: comprehension and application of basic earth-space science concepts; Process: application of basic science process skills; Nature of Science: comprehension of how science knowledge is generated and how the use & interpretation of science knowledge is affected by various factors.	2-5	D/P;TU	Apple II Family	color monitor	Spectrum Software	47.00
DISCOVER: A SCIENCE EXPERIMENT (507) Concepts: comprehension & application of basic life science concepts; Process: application of basic and integrated science process skills; Nature of Science: comprehension of characteristics and how science knowledge is generated. - ¶	6-8	SIM;PS	Apple II Family		Sunburst Communications	55.00
DISCOVERING THE SCIENTIFIC METHOD (507) Process: application of basic and integrated science process skills; Nature of Science: comprehension of characteristics of science knowledge and how science knowledge is generated.	6-8	D/P;TU; PS	Apple II Family TRS-80 Models		Focus Media, Inc.	49.00
DISCOVERY LAB (507) Process: application of basic and integrated science process skills.	6-8	PS	Apple II Family		MECC	44.00
*DYNO-QUEST (568) Concepts: comprehension & application of basic earth-space science concepts; Process: application of basic science process skills; Nature of Science: comprehension of how science knowledge is generated and how the use & interpretation of science knowledge is affected by various factors.	2-8	GA;SIM; D/P	Apple II Family IBM PC, PCjr		Mindplay	39.99
EARTH SCIENCE (550) Concepts: comprehension and application of basic earth-space science concepts.	5-8	D/P;SIM; TU	Apple II Family Atari Computers Commodore 64, 128 TRS-80 Models		MECC	39.00
EARTH SCIENCE SERIES: GROUND WATER (550) Concepts: comprehension & application of basic earth-space and physical science concepts; Science & Technology: comprehension and analyzation the effects of technology on self, society & environment.	8	D/P;TU; SIM	IBM PC, PCjr	color monitor	IBM, Incorporated	49.00
*EARTH: THE INSIDE STORY (551) Concepts: comprehension and application of basic earth-space science concepts.	4-8	TU;CMI	Apple II Family		Educational Activities	59.95

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
*EARTH THROUGH TIME AND SPACE (520) Concepts: comprehension and application of basic earth-space science concepts.	5-8	SIM	Apple II Family		Educational Activities	$ 59.95
*ELECTRIC CIRCUITS (621.381) Concepts: comprehension and application of basic physical science concepts.	3-6	TU;D/P	Apple II Family		Educational Materials	33.00
ELEMENTARY VOLUME 4 - MATH/SCIENCE (507) (Programs in series - Estimate, Math Game, Molecular Motion, Odell Lake, Odell Woods, Solar Distance, USRA) Concepts: comprehension & application of basic life, earth-space and physical science concepts; Process: application of basic and integrated science process skills; Science & Technology: comprehension and analyzation the effects of technology on self, society & environment; Nature of Science: comprehension of characteristics of science knowledge, how knowledge is generated and how the use and interpretation is affected by various factors.	2-8	D/P;TU; GA;SIM	Apple II Family		MECC	49.00
ENERGY AND POWER (507) Concepts: comprehension & application of basic physical science concepts; Process: application of basic science process skills; Science and Technology: comprehension of science and technology relationship.	4-8	D/P;TU; PS	Commodore 64, 128		Micro Ed, Inc.	34.95
EPIDEMIC! (614.4) Concepts: comprehension and application of basic life, earth-space, and physical science concepts; Science and Technology: comprehension and analyzation the effects of technology on self, society and environment.	5-8	GA;SIM	Apple II Family Atari Computers IBM PC, PCjr		Strategic Simulations	34.95
EXPERIMENTS IN SCIENCE (502.8) Process: application of basic and integrated science process skills; Science and Technology: comprehension of science and technology relationship and comprehension and analyzation the effects of technology on self, society & environment; Nature of Science: comprehension of how science knowledge is generated.	7-8	LT;SIM	Apple II Family	printer and color monitor optional	HRM Software	249.00
*EXPLORATIONS IN SCIENCE: ANIMAL SURVIVAL (575) Concepts: comprehension and application of basic life science concepts; Process: application of basic science process skills.	3-6	D/P;SIM	Apple II Family	Ufonic voice system	Jostens Learning Systems	69.00
*EXPLORATIONS IN SCIENCE: WEATHER WISE (551.59) Concepts: comprehension & application of basic earth-space science concepts; Process: application of basic and integrated science process skills.	3-8	SIM;D/P	Apple II Family	Ufonic voice system	Jostens Learning Systems	69.00

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
*EXPLORING THAT AMAZING FOOD FACTORY: THE LEAF (581) Concepts: comprehension & application of basic life science concepts; Process: application of basic science process skills; Nature of Science: comprehension of how science knowledge is generated and comprehension of how the use & interpretation of science knowledge is affected by various factors.	7	D/P;SIM	Apple II Family IBM PC, PCjr	color monitor	Thoroughbred Education Software	$ 49.95
FACTORY, THE (507) Process: application of basic and integrated science process skills; Science and Technology: comprehension of science and technology relationship and effects of technology on self, society and environment; Nature of Science: comprehension of how science knowledge is generated.	4-8	PS;SIM	Atari Computers Apple II Family Commodore 64, 128 TRS-80 Models IBM PC, PCjr	color monitor	Sunburst Communications	55.00
*FASCINATING STORY OF CELL GROWTH (574) Concepts: comprehension & application of basic life science concepts; Process: application of basic science process skills; Nature of Science: comprehension of how science knowledge is generated and how the use and interpretation of science knowledge is affected by various factors.	7	SIM;D/P	Apple II Family IBM PC, PCjr	color monitor	Thoroughbred Education Software	49.95
4-H DING DARLING SOIL, WATER, WILDLIFE PROJECT (631.4) Concepts: comprehension & application of basic life and earth-space science concepts; Science and Technology: comprehension and analyzation the effects of technology on self, society & environment.	5-8	SIM;PS; GA	Apple II Family		Heartland Education Agency	30.00
FUN HOUSE MAZE (793.7) Process: application of basic and integrated science process skills.	4-8	GA;PS	Apple II Family	color monitor recommended	Sunburst Communications	55.00
GALACTIC PROSPECTOR (523.1) Concepts: comprehension & application of basic earth-space science concepts; Process: application of integrated science process skills; Science & Technology: comprehension and analyzation the effects of technology on self, society & environment.	8	SIM;PS; GA	Apple II Family	color monitor	EPCOT Educational Media	59.95
*GEARS (621.9) Concepts: comprehension & application of basic physical science concepts; Process: application of basic and integrated science process skills; Science and Technology: comprehension of science and technology relationship; Nature of Science: comprehension of characteristics of science knowledge.	5-6	PS;LT	Apple II Family IBM PC, PCjr TRS-80 color computer	color monitor	Sunburst Communications	59.00 177.00 Lab pack
GENETICS: BLOOD TYPING AND CHROMY BUG (575.1) Concepts: comprehension and application of basic life science concepts; Process: application of basic and integrated science process skills; Nature of Science: comprehension of how the use & interpretation of science knowledge is affected by various factors.	7	D/P;SIM; PS	Apple II Family	color monitor	TIES	49.95

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
GEOLOGY SEARCH (553.2) Concepts: comprehension and application of basic earth-space science concepts; Process: application of basic and integrated science process skills; Science and Technology: comprehension & analyzation the effects of technology on self, society & environment; Nature of Science: comprehension of how science knowledge is generated.	4-8	SIM	Apple II Family TRS-80 III/IV		McGraw-Hill Book Co.	$ 240.00
*GROVER'S ANIMAL ADVENTURES (590) Concepts: comprehension and application of basic life science concepts; Process: application of basic science process skills.	Pre K-1	D/P;SIM	Commodore 64,128		CBS Interactive Learn.	41.95
*HALLEY (523.6) Concepts: comprehension & application of basic earth-space science concepts; Process: application of basic science process skills; Science and Technology: comprehension of science and technology relationship and comprehension & analyzation the effects of technology on self, society and environment; Nature of Science: comprehension of characteristics and how science knowledge is generated.	6-8	SIM	IBM PC		StarSoft	34.95
HEART LAB (612) Concepts: comprehension and application of basic life science concepts. - ¶	7	SIM;TU; D/P	Apple II Family Commodore 64,128 TRS-80 Models PET		Educational Activities	39.95 diskette 29.95 cassette
HEART SIMULATOR, THE (612) Concepts: comprehension and application of basic life science concepts.- ¶	5-7	SIM	Apple II Family	color monitor optional	Focus Media, Inc.	49.00
HEREDITY DOG (575.1) Concepts: comprehension and application of basic life science concepts.	7	TU	Apple II Family		HRM Software	49.99
HOME AUTOMATIC WEATHER STATION (551.59) Concepts: comprehension & application of basic earth-space and physical science concepts; Process: application of basic and integrated science process skills; Science & Technology: comprehension of science and technology relationship and comprehension & analyzation the effects of technology on self, society and environment; Nature of Science: comprehension of how the use and interpretation of science knowledge is affected by various factors.	6-8	LT;SIM	Commodore 64,128	printer-op	VAISALA, Inc.	199.95

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
HOME ENERGY CONSERVATION (339.49) Concepts: comprehension and application of basic physical science concepts; Process: application of basic and integrated science process skills; Science and Technology: comprehension of science and technology relationship and comprehension and analyzation the effects of technology on self, society and environment; Nature of Science: comprehension of how the use & interpretation of science knowledge is affected by various factors.	6-8	TU;SIM	Apple II Family TRS-80 III/IV	printer-op	Educational Materials	$ 55.00
HOME ENERGY SAVINGS (339.49) Concepts: comprehension and application of basic physical science concepts; Process: application of basic and integrated science process skills; Science & Technology: comprehension of science and technology relationship and comprehension and analyzation the effects of technology on self, society & environment; Nature of Science: comprehension of how the use & interpretation of science knowledge is affected by various factors.	6-8	GA;PS	Apple II Family TRS-80 III/IV		HRM Software	35.00
*HOW PLANTS GROW: THE INSIDE STORY (580) Concepts: comprehension & application of basic life science concepts; Process: application of basic science process skills.	7	SIM;TU	Apple II Family IBM PC, PCjr	color monitor	Thoroughbred Education	49.95
*HOW'S AND WHY'S OF MIGRATING MOLECULES (541.2) Concepts: comprehension & application of basic life and physical science concepts; Nature of Science: comprehension of characteristics of science knowledge and how science knowledge is generated.	7	SIM	Apple II Family IBM PC, PCjr	color monitor	Thoroughbred Education	49.95
HUMAN BODY: AN OVERVIEW (611) Concepts: comprehension and application of basic life science concepts.	4-7	D/P;TU	Apple II Family Commodore 64,128 PET	color monitor optional	BrainBank, Inc.	89.00
*HUMAN SYSTEMS: SERIES I & II (612) Concepts: comprehension and application of basic life science concepts. - ¶	5-7	GA;D/P;TU	Apple II Family Commodore 64,128 TRS-80 Model IV	color monitor	Focus Media	199.00
IN SEARCH OF THE MOST AMAZING THINGS (526.8) Process: application of basic and integrated science process skills; Nature of Science: comprehension of characteristics of science knowledge, comprehension of how science knowledge is generated and of how the use & interpretation of science knowledge is affected by various factors.	6-8	SIM;PS	Atari Computers Commodore 64,128 Apple II Family IBM PC	joystick color monitor optional	Spinnaker Software	40.00

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
INCREDIBLE LABORATORY, THE (507) Concepts: comprehension and application of basic earth-space and physical science concepts; Process: application of basic and integrated science process skills; Nature of Science: comprehension of characteristics of science knowledge, comprehension of how science knowledge is generated and comprehension of how the use & interpretation of science knowledge is affected by various factors. - ¶	4-8	D/P;GA	Apple II Family Atari Computers Commodore 64,128		Sunburst Communications	$ 55.00
*INSECT WORLD: A SCIENCE DISCOVERY UNIT (595.7) Concepts: comprehension and application of basic life science concepts.	7	TU	Apple II Family		Ventura Educ. Systems	69.95 189.95 lab pack
INTERNAL JOURNEY (591) Concepts: comprehension and application of basic life science concepts; Process: application of basic and integrated science process skills.	6-7	TU;SIM	Apple II Family		EPCOT Educ. Materials	59.95
LEAF: STRUCTURE AND FUNCTION (580) Concepts: comprehension and application of basic life science concepts.	5-7	D/P;SIM; TU	IBM PC, PCjr	printer-op	Classroom Consortia Media	69.95
*MEASUREMENTS: LENGTH, MASS, AND VOLUME (389) Concepts: comprehension & application of basic physical science concepts; Process: application of basic science process skills; Nature of Science: comprehension of science and technology relationship.	5-8	D/P;TU	Apple II Family Commodore 64,128		Focus Media, Inc.	59.00
MIX AND MATCH (790) Process: application of basic science process skills.	1-4	GA	Apple II Family		Apple Computer Company	25.00
MODELING (507) Nature of Science: comprehension of characteristics of science knowledge.	6-8	SIM;PS	Apple II Family IBM PC, PCjr		MECC	36.00
*MOLECULES AND ATOMS: EXPLORING THE ESSENCE OF MATTER (541.2) Concepts: comprehension and application of basic physical science concepts; Process: application of basic science process skills; Nature of Science: comprehension of characteristics of science knowledge and comprehension of how science knowledge is generated.	6-8	SIM;D/P	Apple II Family IBM PC, PCjr	color monitor	Thoroughbred Educ.	49.95
*MOON AND ITS PHASES (523.3) Concepts: comprehension and application of basic earth-space science concepts.	4-8	TU;SIM	Apple II Family		SouthWest EdPsyche Serv.	39.95
*NUCLEAR REACTIONS (539.7) Concepts: comprehension & application of basic earth-space and physical science concepts; Process: application of basic science process skills: Nature of Science: comprehension of characteristics & of how science knowledge is generated, and how use & interpretaion of science knowledge is affected by by various factors.	6-8	SIM	Apple II Family		Collamore Educ. Pub.	75.00

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
OH, DEER! (301.3) Concepts: comprehension and application of basic life science concepts; Process: application of basic and integrated science process skills; Nature of Science: comprehension of how the use & interpretation of science knowledge is affected by various factors.	5-7	SIM;PS	Apple II Family		MECC	$ 44.00
OPERATION FROG (591.4) Concepts: comprehension and application of basic life science concepts; Process: application of basic science process skills.	4-7	SIM	Apple II Family Commodore 64,128	color monitor joystick or mouse-op	Scholastic, Inc.	59.95
OPTICS: MIRRORS AND BEAMS (535) Concepts: comprehension and application of basic earth-space and physical science concepts; Process: application of basic and integrated science process skills; Science and Technology: comprehension of science & technology relationship; Nature of Science: comprehension of how science knowledge is generated.	4-8	D/P;SIM	Apple II Family		HRM Software	75.00
PHOTOSYNTHESIS AND LIGHT ENERGY (581.3) Concepts: comprehension & application of basic life science concepts; Process: application of basic and integrated science process skills; Science and Technology: comprehension of science and technology relationship; Nature of Science: comprehension of how science knowledge is generated. - ¶	7	D/P;SIM; TU	IBM PC, PCjr	color monitor printer-op	Classroom Consortia Media, Inc.	69.95
*PHOTOSYNTHESIS: UNLOCKING THE POWER OF THE SUN (581) Concepts: comprehension & application of basic life science concepts; Process: application of basic and integrated science process skills; Nature of Science: comprehension of characteristics of science knowledge and comprehension of how science knowledge is generated.	7	SIM;D/P	Apple II Family IBM PC, PCjr	color monitor	Thoroughbred Educational Software	49.95
*PHYSICAL OR CHEMICAL? (531) Concepts: comprehension and application of basic physical science concepts.	4-8	D/P	Apple II Family		Educational Materials & Equipment Company	33.00
PHYSICAL SCIENCE DATABASES FOR PFS: FILE (540) Concepts: comprehension and application of basic life, earth-space, and physical science concepts; Process: application of basic and integrated science process skills.	6-8	PS	Apple II Family	printer PFS:File PFS:Report PFS:Graph-op	Scholastic, Inc.	99.95
*PLANETARY CONSTRUCTION SET (500) Nature of Science: comprehension of characteristics of science knowledge, comprehension of how science knowledge is generated, and comprehension of how the use & interpretation of science knowledge is affected by various factors.	8	SIM;TU	Apple II Family	color monitor-optional	Sunburst Communications	59.00

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
*PLANT: NATURE'S FOOD FACTORY (580) Concepts: comprehension & application of basic life science concepts; Process: application of basic & integrated science process skills; Nature of Science: comprehension of characteristics of science knowledge, comprehension of how science knowledge is generated & comprehension of how the use & interpretation of science knowledge is affected by various factors.	7	TU;SIM	Apple II Family		Ventura Educational	$ 69.96 189.95 Lab pack
PLATO'S CAVE (160) Process: application of basic and integrated science process skills.	5-8	SIM;PS	Apple II Family Commodore 64,128 IBM PC, PCjr TRS-80 Models		Krell Software	49.95
PUZZLE TANKS (793.7) Process: application of basic and integrated science process skills.	3-8	D/P;GA	Apple II Family TRS-80 Models		Sunburst Communications	55.00 165.00 Lab pack
*ROCKS: PROPERTIES AND USES OF MINERALS (552) Concepts: comprehension and application of basic earth-space science concepts; Process: application of basic science process skills.	2-8	TU	Apple II Family TRS-80 Models		Spectrum Software	25.00
ROCKY'S BOOTS (621.38) Concepts: comprehension & application of basic physical science concepts; Process: application of basic and integrated science process skills.	2-8	TU;SIM; GA	Apple II Family IBM PC, PCjr Commodore 64,128	color monitor joystick-op	The Learning Company	49.95
*SCIENCE SKILLS (542) Process: application of basic science process skills.	7-8	D/P	Apple II Family		EduTech, Inc.	35.00
*SCIENCE SQUARE-OFF (500) Concepts: comprehension & application of basic life, earth-space, and physical science concepts.	4-8	D/P	Apple II Family		Scott, Foresman	39.95
*SCIENCE TOOLKIT-MASTER MODULE (542) Concepts: comprehension & application of basic physical science concepts; Process: application of basic & integrated process skills; Science & Technology: comprehension of science and technology relationship and comprehension & analyzation of the effects of technology on self, society & environment.	4-8	D/P;TU; LT	Apple II Family	joystick color monitor, printer-op	Broderbund Software	69.96 Consumer 89.95 School
SEA HORSE HIDE 'N SEEK (688.7) Concepts: comprehension and application of basic life science concepts.	1-3	GA	Atari Computers Commodore 64,128	color monitor joystick	CBS Software	12.95
SEARCH SERIES: GEOLOGY (550) Concepts: comprehension and application of basic earth-space science concepts.	6-8	SIM;PS	Apple II Family TRS-80 III/IV		McGraw Hill	180.00

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
*SECRETS OF SCIENCE ISLAND (028.7) Concepts: comprehension & application of basic life science concepts; Process: application of basic and integrated science process skills.	2-8	GA;D/P	Apple II Family	color monitor optional	Grolier Electronic	$ 54.95 114.95 Lab pack
*SENSES (612) Concepts: comprehension & application of basic life science concepts.	5-7	GA	Apple II Family		Ventura Educ. Systems	39.95 79.95 Lab pack
SIMPLE MACHINES (530) Concepts: comprehension and application of basic physical science concepts.	3-6	D/P;TU; PS	Commodore 64,128 PET		Micro Ed, Inc.	34.95
SKELETAL SYSTEM (611) Concepts: comprehension and application of basic life science concepts.	4-7	TU	Apple II Family Commodore 64,128 PET		Brainbank, Inc.	70.00
*SKY LAB (520) Concepts: comprehension & application of basic earth-space science; Process: application of basic science process skills; Science & Technology: comprehension of characteristics of science and technology relationship and comprehension & analyzation the effects of technology on self, society & environment; Nature of Science: comprehension of characteristics of science knowledge, comprehension of how science knowledge is generated, and comprehension of how the use & interpretation of science knowledge is affected by various factors.	7-8	TU;SIM	Apple II Family	color monitor optional	MECC	49.00
SKY TRAVEL (520) Concepts: comprehension & application of basic earth-space and physical science concepts.	6-8	SIM;LT	Commodore 64,128	color monitor, recommended printer-op	Apple Computers Company	varies
*SOLAR OPTION (697) Concepts: comprehension & application of basic earth-space and physical science concepts; Process: application of basic and integrated science process skills; Nature of Science: comprehension of characteristics of science knowledge, comprehension of how science knowledge is generated and comprehension of how the use & interpretation of science knowledge is affected by various factors.	8	SIM	Apple II Family TRS-80 III/IV		Educational Materials	65.00 Apple 67.00 TRS-80
SPOTLIGHT (790) Concepts: comprehension & application of basic physical science concepts.	2-6	GA	Apple II Family	game paddles	Apple Computers Company	50.00
STELLAR ASTRONOMY (520) Concepts: comprehension and application of basic earth-space science concepts. - ¶	8	D/P;TU; SIM	Apple II Family IBM PC		Cross Educational Systems	30.00
*STRUCTURE OF MATTER (541.2) Concepts: comprehension & application of basic physical science concepts. - ¶	6-8	TU;SIM	IBM PC, PCjr	color monitor	Classroom Consortia Media	69.95

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement		Producer/Vendor	Price
			Computer	Peripherals		
TELLSTAR (523) Concepts: comprehension & application of earth-space science concepts.	8	SIM;CMI; LT	Apple II Family IBM PC, PCjr	printer-op	Spectrum Holobyte	$ 79.95
TEMPERATURE GRAPHER (536) Concepts: comprehension and application of earth-space and physical science concepts; Process: application of basic & integrated science process skills; Science & Technology: comprehension of science & technology relationship, and comprehension & analyzation the effects of technology on self, society & environment; Nature of Science: comprehension of how science knowledge is generated.	7-8	SIM;CMI; LT	Apple II Family Commodore 64,128		HRM Software	75.00
*TEMPERATURE PLOTTER (542) Concepts: comprehension & application of basic earth-space science concepts; Process: application of basic science process skills.	7-8	LT	Apple II Family	graphics printer-op	Vernier Software	20.00 Parts only 40.00 Assembled (2 probe) 30.00 Parts only 60.00 Assembled (4 probe)
TIME AND SEASONS (525) Concepts: comprehension and application of basic earth-space science concepts; Process: application of basic & integrated science process skills.	8	D/P;TU; SIM	Apple II Family	color monitor	Rand McNalley & Co.	111.00
VISIBLE SOLAR SYSTEM (520) Concepts: comprehension of basic earth-space science concepts.	4-8	GA;SIM	Commodore 64,128 VIC-20		Commodore Bus. Machines	20.95 Commodore 14.95 VIC
VOLCANOES (551.2) Concepts: comprehension & application of basic earth-space science concepts. - ¶	8	PS;SIM	Apple II Family		Earthware Computer Ser.	49.50
VOYAGE OF THE MIMI 1-"Ecosystems with Island Survivors" (591.9) 2-"Introduction to Computing" (001.64) 3-"Maps and Navigation" (623.8) 4-"Whales and Their Environment with the Bank Street Laboratory" (599) (All science BSAP objectives apply.)	4-8	SIM;PS; GA;TU; LT	Apple II Family Commodore 64,128 IBM PC TRS-80 III/IV		Holt, Rinehart & Winston	122.25 374.25 Program 4
*WATER IN THE AIR (551.5) Concepts: comprehension and application of basic earth-space and physical science concepts.	5-8	SIM;TU	Apple II Family		Educational Materials & Equipment Company	37.00
WATER POLLUTION (628.1) All science BSAP objectives apply.	6-8	TU;SIM: LT	Apple II Family TRS-80 III/IV		Educational Materials & Equipment Company	29.50 Apple 36.75 TRS/80
WEATHER (551.5) Concepts: comprehension and application of basic earth-space science concepts; Process: application of basic and integrated science process skills.	8	TU	Apple II Family		Scott-Foresman	59.95

Title of Software, Dewey Decimal Classification, and Basic Skills Assessment Program Objectives (BSAP)	Grade Level	CAI Mode	System Requirement Computer	System Requirement Peripherals	Producer/Vendor	Price
WEATHER FRONTS (551.5) Concepts: comprehension and application of basic earth-space science concepts.	8	TU	Apple II Family	color monitor recommended	Teach Yourself by Computer Software	$ 24.95
*WEATHER OR NOT (551.5) Concepts: comprehension and application of basic earth-space science concepts.	5-8	TU;SIM	Apple II Family		Rand McNally & Co.	90.00

SOUTH CAROLINA DEPARTMENT OF EDUCATION BASIC SKILLS ASSESSMENT PROGRAM (BSAP) LANGUAGE ARTS OBJECTIVES

READING: GRADE ONE

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings and/or pronunciations of given words. These may be words selected from a basic sight vocabulary list; words selected to exemplify phonetic rules; root words with prefixes of suffixes added; words used in context; inflected nouns or verbs; compound words; or contractions.

DETAILS

Objective: The student can accuratelv comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in oral, pictoral, or written communications. These communications may be pictures, sentences, sets of directions, paragraphy, stories, or poems.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of oral, pictorial, or written communications. These communications may be pictures, paragraphs, or stories.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, picture dictionaires, and calendars.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in oral, pictorial, or written communications. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes or effects, drawing conclusions, predicting outcomes, or applying information presented in communications to different situations. The communications may be pictures, paragraphs, stories, or poems.

ANAYLSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of oral or written communications. The questions may require identifying a communication's genre (e.g., fairy tale, nursery rhyme, etc.); identifying structural elements (e.g., plot, setting, etc.); identifying rhetorical devices (e.g., rhyme, exaggeration, etc.); or identifying the nature of the information presented (e.g., realism, fantasy, etc.); the communications to be analyzed may be pictures, sentences, paragraphs, stories, or poems.

READING: GRADE TWO

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings and/or pronunciations of given words. These words may be words selected from a basic sight vocabulary list; words selected to exemplify phonetic rules; root words with prefixes or suffixes added; words used in context; inflected nouns or verbs; compound words; contractions; or words with a synonym, antonym, or homonym.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in oral, pictorial, or written communications. The communications may be pictures, sentences, sets of directions, paragraphs, stories, or poems.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of oral or written communications. These communications may be paragraphs or stories.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, glossaries, picture dictionaries, calendars, and maps.

INFERENCE

Objective: The student can make valid inferences about a reading solution.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in oral or written communications. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes or effects, drawing conclusions, predicting outcomes, or applying information presented in communications to different situations. The communications may be pictures, paragraphs, stories, or poems.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of oral or written communications. The questions may require identifying a communications's genre (e.g., fairy tale, nursery rhyme, etc.); identifying structural elements (e.g., plot, setting, etc.); identifying rhetorical devices (e.g., rhyme, exaggeration, etc.); or identifying the nature of the information presented (e.g., realism, fantasy, etc.). The communications to be analyzed may be pictures, sentences, paragraphs, stories, or poems.

READING: GRADE THREE

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings and/or pronunciations of given words selected from a basic sight vocabulary list; words selected to exemplify one or more phonetic rules; root words with one or more affixes added; words used in context; inflected nouns or verbs; compound words; contractions; or words with a synonym, antonym, or homonym.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, paragraphs, stories, or poems.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs or stories.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, glossaries, dictionaries, encyclopedias, the library card catalog, maps, graphs, tables, and charts.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes or effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, or poems.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., fairy tale); identifying structural elements (e.g., plot, setting, etc.); identifying rhetorical devices (e.g., rhyme, exaggeration, etc.); or identifying the nature of the information presented (e.g., realism, fantasy, etc.). The selections to be analyzed may be sentences, paragraphs, stories, or poems.

READING: GRADE FOUR

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings of given words. These words may be words selected from a content field such as social studies or the sciences; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, articles from newspapers or magazines, stories, poems, or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs, articles from newspapers or magazines, stories, or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating requested information in reference sources such as books' tables of contents, indexes, and glossaries, dictionaries, encyclopedias, the library card catalog, graphs, tables, charts, maps, and telephone directories.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., myth, fable, etc.); identifying structural elements (e.g., narrator, climax, etc.); identifying rhetorical devices (e.g., simile, personification, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be sentences, paragraphs, articles, stories, poems, or excerpts from books or plays.

READING: GRADE FIVE

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meaning of words.

Suggested Measurement Strategy: Identifying the meaning of given words. These words may be selected from a content field such as social studies or the sciences; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, articles from newspapers or magazines, stories, poems, or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs, articles from newspapers or magazines, stories, or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating requested information in reference sources such as books' tables of contents, indexes, and glossaries, dictionaries, encyclopedias, the library card catalog, graphs, tables, charts, maps, and telephone directories.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: THe student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., myth, fable, etc.); identifying structural elements (e.g., narrator, climax, etc.); identifying rhetorical devices (e.g., simile, personification, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be sentences, paragraphs, articles, stories, poems, or excerpts from books or plays.

READING: GRADE SIX

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings of given words. These words may be words selected from a content field such as social studies or the sciences; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, articles from newspapers or magazines, stories, poems, or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. The selections may be paragraphs, articles from newspapers or magazines, stories, or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating requested information in reference sources such as books' tables of contents, indexes, and glossaries, dictionaries, encyclopedias, the library card catalog, graphs, tables, charts, maps, and telephone directories.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selections's genre (e.g., myth, fable, etc.); identifying structural elements (e.g., narrator, climax, etc.); identifying rhetorical devices (e.g., simile, personification, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be sentences, paragraphs, articles, stories, poems, or excerpts from books or plays.

READING: GRADE SEVEN

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meaning of given words or terms. These may be words selected from a content field such as social studies or the sciences; terminology associated with product labels, application forms, consumer and governmental publications, and legal documents; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sets of directions; product labels; consumer, governmental, or legal documents; editorials, feature articles, or news stories; business letters; stories; poems; or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs; editorials, feature articles, or news stories; business letters, essays; stories; or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, indexes, glossaries, appendixes, and bibliographies; dictionaries; encyclopedias; the library card catalog; the READER'S GUIDE; graphs; tables; charts; maps; telephone directories; and newspapers.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, essays, editorials, feature articles, news stories, letters, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Making critical judgments or answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., editorial, essay, etc.); identifying structural elements (e.g., plot, point of view, etc.); identifying rhetorical devices (e.g., poetic language, propaganda techniques, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be paragraphs, essays, editorials, feature articles, news stories, letters, advertisements, stories, poems, or excerpts from books or plays.

READING: GRADE EIGHT

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meaning of given words or terms. These may be words selected from a content field such as social studies or the sciences; terminology associated with product labels, application forms, consumer and governmental publications, and legal documents; words with one or more affixes; compound words; words with a synonym, antonym, homonyn, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sets of directions; product labels; consumer, governmental, or legal documents; editorials, feature articles, or news stories; business letters; stories; poems; or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, glossaries, picture dictionaries, calendars, and maps.

INFERENCE

Objective: The student can make valid inferences about a reading solution.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in oral or written communications. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes or effects, drawing conclusions, predicting outcomes, or applying information presented in communications to different situations. The communications may be pictures, paragraphs, stories, or poems.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of oral or written communications. The questions may require identifying a communications's genre (e.g., fairy tale, nursery rhyme, etc.); identifying structural elements (e.g., plot, setting, etc.); identifying rhetorical devices (e.g., rhyme, exaggeration, etc.); or identifying the nature of the information presented (e.g., realism, fantasy, etc.). The communications to be analyzed may be pictures, sentences, paragraphs, stories, or poems.

READING: GRADE THREE

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings and/or pronunciations of given words selected from a basic sight vocabulary list; words selected to exemplify one or more phonetic rules; root words with one or more affixes added; words used in context; inflected nouns or verbs; compound words; contractions; or words with a synonym, antonym, or homonym.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, paragraphs, stories, or poems.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs or stories.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, glossaries, dictionaries, encyclopedias, the library card catalog, maps, graphs, tables, and charts.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes or effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, or poems.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., fairy tale); identifying structural elements (e.g., plot, setting, etc.); identifying rhetorical devices (e.g., rhyme, exaggeration, etc.); or identifying the nature of the information presented (e.g., realism, fantasy, etc.). The selections to be analyzed may be sentences, paragraphs, stories, or poems.

READING: GRADE FOUR

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings of given words. These words may be words selected from a content field such as social studies or the sciences; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, articles from newspapers or magazines, stories, poems, or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs, articles from newspapers or magazines, stories, or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating requested information in reference sources such as books' tables of contents, indexes, and glossaries, dictionaries, encyclopedias, the library card catalog, graphs, tables, charts, maps, and telephone directories.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., myth, fable, etc.); identifying structural elements (e.g., narrator, climax, etc.); identifying rhetorical devices (e.g., simile, personification, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be sentences, paragraphs, articles, stories, poems, or excerpts from books or plays.

READING: GRADE FIVE

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meaning of words.

Suggested Measurement Strategy: Identifying the meaning of given words. These words may be selected from a content field such as social studies or the sciences; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, articles from newspapers or magazines, stories, poems, or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs, articles from newspapers or magazines, stories, or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating requested information in reference sources such as books' tables of contents, indexes, and glossaries, dictionaries, encyclopedias, the library card catalog, graphs, tables, charts, maps, and telephone directories.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: THe student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., myth, fable, etc.); identifying structural elements (e.g., narrator, climax, etc.); identifying rhetorical devices (e.g., simile, personification, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be sentences, paragraphs, articles, stories, poems, or excerpts from books or plays.

READING: GRADE SIX

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings of given words. These words may be words selected from a content field such as social studies or the sciences; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, articles from newspapers or magazines, stories, poems, or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. The selections may be paragraphs, articles from newspapers or magazines, stories, or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating requested information in reference sources such as books' tables of contents, indexes, and glossaries, dictionaries, encyclopedias, the library card catalog, graphs, tables, charts, maps, and telephone directories.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selections's genre (e.g., myth, fable, etc.); identifying structural elements (e.g., narrator, climax, etc.); identifying rhetorical devices (e.g., simile, personification, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be sentences, paragraphs, articles, stories, poems, or excerpts from books or plays.

READING: GRADE SEVEN

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meaning of given words or terms. These may be words selected from a content field such as social studies or the sciences; terminology associated with product labels, application forms, consumer and governmental publications, and legal documents; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sets of directions; product labels; consumer, governmental, or legal documents; editorials, feature articles, or news stories; business letters; stories; poems; or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs; editorials, feature articles, or news stories; business letters, essays; stories; or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, indexes, glossaries, appendixes, and bibliographies; dictionaries; encyclopedias; the library card catalog; the READER'S GUIDE; graphs; tables; charts; maps; telephone directories; and newspapers.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, essays, editorials, feature articles, news stories, letters, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Making critical judgments or answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., editorial, essay, etc.); identifying structural elements (e.g., plot, point of view, etc.); identifying rhetorical devices (e.g., poetic language, propaganda techniques, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be paragraphs, essays, editorials, feature articles, news stories, letters, advertisements, stories, poems, or excerpts from books or plays.

READING: GRADE EIGHT

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meaning of given words or terms. These may be words selected from a content field such as social studies or the sciences; terminology associated with product labels, application forms, consumer and governmental publications, and legal documents; words with one or more affixes; compound words; words with a synonym, antonym, homonyn, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sets of directions; product labels; consumer, governmental, or legal documents; editorials, feature articles, or news stories; business letters; stories; poems; or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns, verbs, pronouns, prepositions, conjunctions, adjectives, adverbs, and interjections.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting correctly coordinated and modified simple, compound, or complex sentences. These sentences may be constructed so that they represent specified sentence patterns.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing paragraphs, essays, outlines, reports, sets of directions, or letters, or supplying the information needed on application forms. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

MATHEMATICS: GRADE ONE

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, using concrete objects, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, identifying fractional quantities, estimating, determining place value, or creating or comparing sets.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises requiring a mathematical operation. The exercises to be solved may require adding or subtracting whole numbers.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require telling time, naming days of the week or months of the year, identifying coins, estimating or measuring length or volume in nonstandard units or standard units (metric or customary).

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric shapes.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing a single mathematical operation with whole numbers or monetary amounts. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students

MATHEMATICS: GRADE TWO

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, using concrete objects, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, identifying fractional quantities, estimating, determining place value, creating or comparing sets, or interpreting graphs.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, or multiplying whole numbers.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require telling time; naming dates, days of the week, or months of the year; identifying currency; estimating or measuring length, weight, volume, or temperature in nonstandard units or standard units (metric or customary).

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric shapes; or identifying symmetrical divisions of geometric shapes.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing a single mathematical operation with whole numbers or monetary amounts. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

MATHEMATICS: GRADE THREE

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, using concrete objects, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, using a number line, establishing relationships between numerical quantities, identifying fractional quantities, estimating, determining place value, creating or comparing sets, or interpreting graphs.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, or adding or subtracting fractions.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require telling time; naming dates, days of the week, or months of the year; identifying currency; selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in nonstandard units or standard units (metric or customary); or converting units within a measurement system.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric shapes; or identifying symmetrical divisions of geometric shapes.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, or monetary amounts. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

MATHEMATICS: GRADE FOUR

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, using a number line, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, or interpreting graphs.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers; or adding or subtracting fractions, mixed numbers, or decimals.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require telling clock or calendar time; selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; converting units within a measurement system; or performing calculations with measured quantities.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric figures or identifying properties of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, mixed numbers, or decimals. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, using a number line, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, or interpreting graphs.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, fractions, mixed numbers, or decimals.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; converting units within a measurement system; or performing calculations with measured quantities.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric figures; identifying properties of geometric figures; measuring line segments; or determining the perimeters or areas of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, mixed numbers, decimals, or measurement units. The problems may also require applying a geometric formula or using information presented graphically. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

MATHEMATICS: GRADE SEVEN

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, using formulas, developing or interpreting graphs, using tables, or establishing ratios or proportions.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, signed numbers, fractions, mixed numbers, decimals, or percents.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; converting units within a measurement system; performing calculations with measured quantities; or interpreting scale drawings.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric figures; identifying properties of geometric figures; or determining the perimeters, areas, or volumes of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, mixed numbers, decimals, percents, or measurement units. The problems may also require applying a formula and/or using information presented graphically. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

MATHEMATICS: GRADE EIGHT

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities, and representations. These questions may require comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, using formulas, developing or interpreting graphs, using tables, or establishing ratios or proportions.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, signed numbers, fractions, mixed numbers, decimals, or percents.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; coverting units within a measurement system, performing calculations with measured quantities; or interpreting scale drawings.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying, comparing, or constructing geometric figures; or determining the perimeters, areas, or volumes of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, mixed numbers, decimals, percents, or measurement units. The problems may also require applying a formula and/or using information presented graphically. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

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SOUTH CAROLINA DEPARTMENT OF EDUCATION BASIC SKILLS ASSESSMENT PROGRAM (BSAP) SCIENCE OBJECTIVES

SCIENCE OBJECTIVES: GRADE ONE

SCIENCE CONCEPTS

Objective: The student can apply science concepts.

Explanation: The student can comprehend and apply basic science concepts. These basic science concepts such as characteristics, properties, structures, composition, interactions, and change serve as themes which interrelate concepts in life science, earth-space science, and physical science. The concepts should be related to experiences, events, and surroundings which are familiar to students. More specifically, in the first grade, the student can learn and use skills involving concepts such as the following.

The student can comprehend and apply basic life science concepts which may include:
- characteristics and structures of organisms and differences among organisms (e.g., characteristics of living and non-living things and basic characteristics of plants and animals);
- interactions among organisms and interactions among organisms and their environments (e.g., relationships among the needs of plants and animals and their habitats); and
- changes in organisms (e.g., changes in plants and animals related to growth).

The student can comprehend and apply basic earth-space science concepts which may include:
- composition and structure of the earth, solar system, and universe (e.g., different land forms such as mountains, lakes, and rivers and properties of air, rocks, soil, and water);
- interactions among land, water, and atmosphere and interactions among the earth, solar system, and universe (e.g., relationships involving seasons and temperatures); and
- changes in the land, water, atmosphere, solar system, and universe (e.g., changes related to weather and seasons).

The student can comprehend and apply basic physical science concepts which may include:
- properties of matter and energy (e.g., the properties of matter such as color, weight, size, and texture and the characteristics of energy such as hot-cold, loud-soft, and light-dark);
- interactions of matter and energy (e.g., forces on objects such as pushing and pulling); and
- changes in matter and energy (e.g., heat melting an ice cube).

SCIENCE PROCESS SKILLS

Objective: The student can apply science process skills.

Explanation: The student can comprehend and apply science process skills in a science activity. In the first grade, the skills are more basic and help the student learn about the world through observing, locating data, measuring, classifying, sequencing, inferring, and communicating. In the upper grades, these basic skills become intergrated in that students may use several of these skills to conduct an investigation. More specifically, in the first grade, the student can learn skills such as the following.

The student can comprehend and apply basic science process skills such as:
- making observations using one or more of the five senses to determine the properties of an object (e.g., examining a shape such as a sphere or cube and finding examples of them such as a ball or block);
- using measuring devices to collect data in non-standard units (e.g., determining the length of a desk using the length of a pencil as a unit of measure);
- classifying objects, organisms, and events using one or two characteristics (e.g., classifying leaves by size);
- sequencing objects, organisms, and events (e.g., sequencing students by height);
- locating data in tables and graphs (e.g., locating information in simple picture graphs and bar graphs);
- making simple inferences based on observations and data (e.g., given pictures of adult and young animals, inferring which babies belong with which parents); and
- communicating orally information about a science experience (e.g., describing the size, smell, feel, color, or sounds of an animal).

SCIENCE AND TECHNOLOGY

Objective: The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.

Explanation: The student can comprehend the nature of technology and its relationship to science. In the earlier grades, students begin to understand technology by developing an awareness of familiar technological products. They also begin to develop an awareness of the effects of technology on themselves, people, and the environment. By understanding these relationships, students should be better prepared to live in a society which is rapidly changing because of advances in science and technology. More specifically, in the first grade, the student can learn skills such as the following.

The student can comprehend technology and analyze its relationship to science which may include:
- an awareness of technology (e.g., an awareness that bicycles and cars are produced by technology).

The student can comprehend and analyze the effects of technology on self, society, and the environment which may include:
- the effects of technology on self and society (e.g., an awareness that bicycles and cars affect our ability to easily transport ourselves); and
- the effects of technology on the environment and natural resources (e.g., an awareness that food wrappers and soft drink containers produced by technology can result in litter).

NATURE OF SCIENCE

Objective: The student can demonstrate a comprehension of nature of science.

Explanation: The student can comprehend the nature of science by understanding the characteristics, generation, use, and interpretation of science knowledge. Through a variety of science experiences, the student should become aware of the constant generation, change, and impact of science knowledge and should recognize his/her own ability to contribute to and be a part of this process. More specifically, in the first grade, the student can learn skills such as the following.

The student can comprehend characteristics of science knowledge by understanding that:
- science knowledge is tentative in that it is subject to change as more information is obtained and is better understood (e.g., the student begins to recognize that his/her knowledge of animals changes as he/she acquires more information about different types of animals); and
- science knowledge is based on data in that it depends upon observations and measurements to answer questions (e.g., in an activity involving magnets, the student begins to recognize that observations are needed to answer questions such as "What types of materials do magnets attract?").

SCIENCE OBJECTIVES: GRADE TWO

SCIENCE CONCEPTS

Objective: The student can apply science concepts.

Explanation: The student can comprehend and apply basic science concepts. These basic science concepts such as characteristics, properties, structures, composition, interactions, and change serve as themes which interrelate concepts in life science, earth-space science, and physical science. The concepts should be related to experiences, events, and surrounds which are familiar to students. More specifically, in the second grade, the student can learn and use skills involving concepts such as the following.

The student can comprehend and apply basic life science concepts which may include:
- characteristics and structures of organisms and differences among organisms (e.g., characteristics of different types of animals such as mammals, fish, insects, and reptiles);
- interactions among organisms and interactions among organisms and their environments (e.g., relationships such as a food chain); and
- changes in organisms (e.g., changes in plants such as the germination of seeds and the growth of seedlings into mature plants).

The student can comprehend and apply basic earth-space science concepts which may include:
- composition and structure of the earth, solar system, and universe (e.g., the composition of different types of soil such as clay and sand);
- interactions among land, water, and atmosphere and interactions among the earth, solar system, and universe (e.g., regional differences in temperature and rainfall that result in different types of environments such as deserts or rain forests); and
- changes in the land, water, atmosphere, solar system, and universe (e.g., changes in the earth's surface due to water and wind erosion).

The student can comprehend and apply basic physical science concepts which may include:
- properties of matter and energy (e.g., physical properties of different forms of matter such as solids, liquids, and gases);
- interactions of matter and energy (e.g., the effects of forces on motion such as stopping or starting and speeding up or slowing down); and
- changes in matter and energy (e.g., the body changes food into energy).

SCIENCE PROCESS SKILLS

Objective: The student can apply science process skills.

Explanation: The student can comprehend and apply science process skills in a science activity. In the second grade, the skills are more basic and help the student learn about the world through observing, locating data, measuring, classifying sequencing, inferring, and communicating. In the upper grades, these basic skills become integrated in that students may use several of these skills to conduct an investigation. More specifically, in the second grade, the student can learn skills such as the following.

The student can comprehend and apply basic science process skills such as:

- making observations using the five senses to determine the properties of an object (e.g., observing different fabrics for color, texture, and pattern);
- using measuring devices to collect data in standard metric units (e.g., using a metric ruler to determine the length of a rectangle);
- classifying objects, organisms, and events using two or three characteristics (e.g., classifying liquids by color and odor);
- sequencing objects, organisms, and events (e.g., sequencing leaves from largest to smallest);
- locating data in tables and graphs (e.g., locating information in simple tables, picture graphs, and bar graphs);
- making simple inferences based on observations and data (e.g., given sets of pictures showing children in different types of clothing such as overcoats, raincoats, and shorts, inferring what the weather is like); and
- communicating information about a science experience orally and in a simple table, picture graph, or bar graph (e.g., describing the types of plants and animals in the school yard and showing the number of different types of plants and animals in a simple table, picture graph, or bar graph.

SCIENCE AND TECHNOLOGY

Objective: The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.

Explanation: The student can comprehend the nature of technology and its relationship to science. In the earlier grades, students begin to understand technology by developing an awareness of familiar technological products. They also begin to develop an awareness of the effects of technology on themselves, people, and the environment. By understanding these relationships, students should be better prepared to live in a society which is rapidly changing because of advances in science and technology. More specifically, in the second grade, the student can learn skills such as the following.

The student can comprehend technology and analyze its relationship to science which may include:

- an awareness of technology (e.g., an awareness that radios and televisions are produced by technology).

The student can comprehend and analyze the effects of technology on self, society, and the environment which may include:

- the effects of technology on self and society (e.g., an awareness that refrigerators affect our ability to store foods); and
- the effects of technology on the environment and natural resources (e.g., an awareness that resources such as aluminum can be conserved through the technology of recycling).

NATURE OF SCIENCE

Objective: The student can demonstrate a comprehension of the nature of science.

Explanation: The student can comprehend the nature of science by understanding the characteristics, generation, use, and interpretation of science knowledge. Through a variety of science experiences, the student should become aware of the constant generation, change, and impact of science knowledge and should recognize his/her own ability to contribute to and be a part of this process. More specifically, in the second grade, the student can learn skills such as the following.

The student can comprehend characteristics of science knowledge by understanding that:

- science knowledge is tentative in that it is subject to change as more information is obtained and is better understood (e.g., the student begins to recognize that his/her knowledge about how to grow plants changes as he/she acquires more information about different types of plants); and
- science knowledge is based on data in that it depends upon observations and measurements to answer questions (e.g., in an investigation of seeds, the student begins to recognize that observations and measurements are needed to answer questions such as "What is the best temperature at which a seed begins to grow?").

SCIENCE OBJECTIVES: GRADE THREE

SCIENCE CONCEPTS

Objective: The student can apply science concepts.

Explanation: The student can comprehend and apply basic science concepts. These basic science concepts such as characteristics, properties, structures, composition, interactions, and change serve as themes which interrelate concepts in life science, earth-space science, and physical science. The concepts should be related to experiences, events, and surroundings which are familiar to students. More specifically, in the third grade, the student can learn and use skills involving concepts such as the following.

The student can comprehend and apply basic life science concepts which may include:

- characteristics and structures of organisms and differences among organisms (e.g., external structures of plants and their functions such as leaves which make food and roots which anchor the plant and absorb water and minerals);
- interactions among organisms and interactions among organisms and their environments (e.g., the interaction of populations of organisms that live within a pond community); and
- changes in organisms (e.g., changes in animals related to their individual life cycles such as the metamorphosis of a catepillar into a butterfly).

The student can comprehend and apply basic earth-space science concepts which may include:

- composition and structure of the earth, solar system, and universe (e.g., the composition of soil layers such as topsoil and subsoil in an environment);
- interactions among land, water, and atmosphere and interactions among the earth, solar system, and universe (e.g., relationships of water to the atmosphere such as fog, clouds, and precipitation); and
- changes in the land, water, atmosphere, solar system, and universe (e.g., changes in the land due to natural forces such as the formation of soil as a result of the weathering of rocks).

The student can comprehend and apply basic physical science concepts which may include:

- properties of matter and energy (e.g., properties of simple machines such as a hammer or scissors as related to the work that they do or the energy that they use);
- interactions of matter and energy (e.g., different materials such as metal, wood, and plastic conduct heat differently); and
- changes in matter and energy (e.g., changes in the state of matter by melting, boiling, evaporating, or freezing).

SCIENCE PROCESS SKILLS

Objective: The student can apply science process skills.

Explanation: The student can comprehend and apply science process skills in a science activity. In the third grade, the skills are more basic and help the student learn about the world through observing, locating data, making simple interpretations of data, measuring, classifying, sequencing, inferring, predicting, and communicating. In the upper grades, these basic skills become integrated in that students may use several of these skills to conduct an investigation. More specifically, in the third grade, the student can learn skills such as the following.

The student can comprehend and apply basic science process skills such as:

- making observations using the five senses to determine the characteristics of an event (e.g., observing changes caused by heating, freezing, and boiling);
- using measuring devices to collect data (e.g., using a measuring device such as a thermometer to measure the temperature inside and outside the classroom over a period of time);
- classifying objects, organisms, and events using two or three characteristics (e.g., classifying students by gender, hair color, and month of birth);
- sequencing objects, organisms, and events (e.g., sequencing the stages of the life cycle of a butterfly such as egg, larva, pupa, and adult);
- locating data in tables and graphs and making simple interpretations of data (e.g., locating and interpreting information in simple tables, picture graphs, and bar graphs);
- making simple inferences and predictions based on observations and data (e.g., after measuring the temperature at various hours of the day, inferring the reason for changes in temperature and predicting the temperature at a particular time of the next day); and
- communicating information about a science experience orally and in writing (e.g., describing observations and organizing data into simple tables, picture graphs, bar graphs, etc.).

SCIENCE AND TECHNOLOGY

Objective: The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.

Explanation: The student can comprehend the nature of technology and its relationship to science. In the earlier grades, students begin to understand technology by developing an awareness of familiar technological products. They also begin to develop an awareness of the effects of technology on themselves, people, and the environment. By understanding these relationships, students should be better prepared to live in a society which is rapidly changing because of advances in science and technology. More specifically, in the third grade, the student can learn skills such as the following.

The student can comprehend technology and analyze its relationship to science which may include:

- an awareness of technology (e.g., an awareness that airplanes and the space shuttle are produced by technology).

The student can comprehend and analyze the effects of technology on self, society, and the environment which may include:

- the effects of technology on self and society (e.g., an awareness that telephones, radios, and televisions affect our ability to communicate); and
- the effects of technology on the environment and natural resources (e.g., an awareness that an increase in the use of automobiles can result in air pollution).

NATURE OF SCIENCE

Objective: The student can demonstrate a comprehension of the nature of science.

Explanation: The student can comprehend the nature of science by understanding the characteristics, generation, use, and interpretation of science knowledge. Through a variety of science experiences, the student should become aware of the constant generation, change, and impact of science part of this process. More specifically, in the third grade, the student can learn skills such as the following.

The student can comprehend characteristics of science knowledge by understanding that:

- science knowledge is tentative in that it is subject to change as more information is obtained and is better understood (e.g., the student begins to recognize that his/her knowledge about weather prediction changes as he/she acquires more information about different types of weather); and
- science knowledge is based on data in that it depends upon observations and measurements to answer questions (e.g., in an investigation involving floating and sinking objects, the student begins to recognize that observations and measurements are needed to answer questions such as "What kinds of objects float?").

SCIENCE OBJECTIVES: GRADE FOUR

SCIENCE CONCEPTS

Objective: The student can apply science concepts.

Explanation: The student can comprehend and apply basic science concepts. These basic science concepts such as characteristics, properties, structures, composition, interactions, and change serve as themes which interrelate concepts in life science, earth-space science, and physical science. The concepts should be related to experiences, events, and surrounds which are familiar to students. More specifically, in the fourth grade, the student can learn and use skills involving concepts such as the following.

The student can comprehend and apply basic life science concepts which may include:

- characteristics and structures of organisms and differences among organisms (e.g., characteristics and functions of body systems in animals such as the circulatory system);
- interactions among organisms and interactions among organisms and their environments (e.g., food webs of plant and animal populations within a community); and
- changes in organisms (e.g., relationships between the type of habitat and the physical adaptations of different organisms to that habitat such as protective coloration).

The student can comprehand and apply basic earth-space science concepts which may include:

- composition and structure of the earth, solar system, and universe (e.g., properties of rocks such as color, texture, shape);
- interactions among land, water, and atmosphere and interactions among the earth, solar system, and universe (e.g., relationships of wind, temperature, and barometric pressure to weather); and
- changes in the land, water, atmosphere, solar system, and universe (e.g., natural changes in the land resulting in deltas and dunes).

The student can comprehend and apply basic physical science concepts which may include:

- properties of matter and energy (e.g., properties of forms of energy such as heat, light, and sound);
- interactions of matter and energy (e.g., effects of friction on objects such as rubbing both hands together to produce heat); and
- changes in matter and energy (e.g., chemical changes in matter such as iron rusting).

SCIENCE PROCESS SKILLS

Objective: The student can apply science process skills.

Explanation: The student can comprehend and apply basic and integrated process skills in a science investigation. In the fourth grade, the basic process skills help the student learn about the world through observing, classifying, sequencing, inferring, predicting, and communicating. These skills are more complex than those at earlier grades in that students are expected to apply these skills in different contexts. In the fourth grade, students may integrate several basic skills when generating questions, formulating simple hypotheses, identifying variables, interpreting data, and drawing conclusions during a science investigation. More specifically, in the fourth grade, the student can learn skills such as the following.

The student can comprehend and apply basic science process skills such as:

- making qualitative and quantitative observations (e.g., making qualitative observations such as observing the shape and color of clouds during a thunderstorm and making quantitative observations such as using a rain gauge to measure rainfall);
- classifying objects, organisms, and events using three or four characteristics (e.g., classifying leaves by size, shape, color, and vein patterns);
- sequencing objects, organisms, and events (e.g., sequencing objects by their masses);
- making inferences and predictions based on observations and data (e.g., predicting a change in water temperature when an ice cube is placed in a glass of tap water and inferring the reason for the change); and
- communicating information from a science experience orally and in writing (e.g., describing observations and organizing data into tables, picture graphs, bar graphs, histograms, etc.)

The student can comprehend and apply integrated science process skills such as:

- generating questions that can be investigated (e.g., given a situation in which several bean plants have grown to different heights, asking questions such as "Why did the plants grow to different heights?");
- formulating simple hypotheses (e.g., guessing, based on prior experiences, that "The amount of water affected the height of the plants.")'
- identifying variables (e.g., identifying the amount of water as a factor which may have caused the plants to grow); and
- interpreting data and drawing conclusions (e.g., interpreting data presented in simple tables, picture graphs, bar graphs, histograms, line graphs, etc., and drawing conclusions from observations and data).

SCIENCE AND TECHNOLOGY

Objective: The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.

Explanation: The student can comprehend and analyze the relationships between science and technology and the effects of science and technology on the community. By developing an understanding of the nature of technology through analyzing these relationships, students should be better prepared to live in a rapidly changing scientifically and technologically oriented society. More specifically, in the fourth grade, the student can learn skills such as the following.

The student can comprehend technology and analyze its relationship to science which may include:

- the relationship of science to technology (e.g., the use of scientific knowledge about electricity in the development of electrical appliances); and
- the relationship of technology to science (e.g., the use of technology such as electric lights in greenhouses to study the effect of increased amounts of light on plants).

The student can comprehend and analyze the effects of technology on self, society, and the environment which may include:

- the effects of technology of self and society (e.g., the emergence of new careers as a result of computer technology); and
- the effects of technology on the environment and natural resources (e.g., conservation of farm lands through the use of crop rotation or irrigation systems).

NATURE OF SCIENCE

Objective: The student can demonstrate a comprehension of the nature of science.

Explanation: The student can comprehend the nature of science by understanding the characteristics, generation, use, and interpretation of science knowledge. From a variety of science experiences, the student should become aware of the constant generation, change, and impact of science knowledge and should recognize his/her own ability to contribute to and be a part of this process. More specifically, in the fourth grade, the student can learn skills such as the following.

The student can comprehend characteristics of science knowledge by understanding that:

- science knowledge is tentative in that it is subject to change as more information is obtained and is better understood (e.g., the student recognizes that his/her knowledge about seeds changes as he/she acquires more information about conditions that affect seed germination); and
- science knowledge is based on data in that it depends upon observations and measurements to answer questions (e.g., in an investigation involving changes in objects, the student recognizes that data are needed to answer questions such as "What causes a nail to rust?").

The student can comprehend that science knowledge is generated through:

- curiosity which motivates discoveries (e.g., the student recognizes that curiosity motivates scientists to investigate properties of matter); and
- combining and applying results from previous studies (e.g., the student recognizes that his/her new knowledge about the properties of liquids is acquired by combining prior knowledge with results from current investigations).

SCIENCE OBJECTIVES: GRADE FIVE

SCIENCE CONCEPTS

Objective: The student can apply science concepts.

Explanation: The student can comprehend and apply basic science concepts. These basic science concepts such as characteristics, properties, structures, composition, interactions, and change serve as themes which interrelate concepts in life science, earth-space science, and physical science. The concepts should be related to experiences, events, and surroundings which are familiar to students. More specifically, in the fifth grade, the student can learn and use skills involving concepts such as the following.

The student can comprehend and apply basic life science concepts which may include:

- characteristics and structures of organisms and differences among organisms (e.g., structures and functions of major organs or parts of body systems such as the heart and blood vessels of the circulatory system);
- interactions among organisms and interactions among organisms and their environments (e.g., relationships among plants, animals, and environmental factors such as light, water, and temperature in an ecosystem); and
- changes in organisms (e.g., growth and reproduction in plants).

The student can comprehend and apply basic earth-space science concepts which may include:

- composition and structure of the earth, solar system, and universe (e.g., properties of minerals such as color and hardness);
- interactions among land, water, and atmosphere and interactions among the earth, solar system, and universe (e.g., effects related to the tilt of earth such as differences in seasons between the northern and southern hemispheres); and
- changes in the land, water, atmosphere, solar system, and universe (e.g., changes in the earth's surface due to earthquakes and volcanoes).

The student can comprehend and apply basic physical science concepts which may include:

- properties of matter and energy (e.g., properties of mixtures and differences between mixtures and solutions);
- interactions of matter and energy (e.g., use of a compound machine such as a bicycle or motor to make work easier); and
- changes in matter and energy (e.g., chemical/physical changes such as crystal formation).

SCIENCE PROCESS SKILLS

Objective: The student can apply science process skills.

Explanation: The student can comprehend and apply basic and integrated process skills in a science investigation. In the fifth grade, the basic process skills help the student learn about the world through observing, classifying, inferring, predicting, and communicating. These skills are more complex than those at earlier grades in that students are expected to apply these skills in different contexts. In the fifth grade, students may integrate several basic skills when generating questions, formulating simple hypotheses, identifying variables, defining variables, interpreting data, and drawing conclusions during a science investigation. More specifically, in the fifth grade, the student can learn skills such as the following.

The student can comprehend and apply basic life science concepts which may include:

- characteristics and structures of organisms and differences among organisms (e.g., structures and functions of major organs or parts of body systems such as the heart and blood vessels of the circulatory system);

- interactions among organisms and interactions among organisms and their environments (e.g., relationships among plants, animals and environmental factors such as light, water, and temperature in an ecosystem); and
- changes in organisms (e.g., growth and reproduction in plants).

The student can comprehend and apply basic earth-space science concepts which may include:

- composition and structure of the earth, solar system, and universe (e.g., properties of minerals such as color and hardness);
- interactions among land, water, and atmosphere and interactions among the earth, solar system, and universe (e.g., effects related to the tilt of earth such as differences in seasons between the northern and southern hemispheres); and
- changes in the land, water, atmosphere, solar system, and universe (e.g., changes in the earth's surface due to earthquakes and volcanoes).

The student can comprehend and apply basic physical science concepts which may include:

- properties of matter and energy (e.g., properties of mixtures and differences between mixtures and solutions);
- interactions of matter and energy (e.g., use of a compound machine such as a bicycle or motor to make work easier); and
- changes in matter and energy (e.g., chemical/physical changes such as crystal formation).

SCIENCE PROCESS SKILLS

Objective: The student can apply science process skills.

Explanation: The student can comprehend and apply basic and integrated process skills in a science investigation. In the fifth grade, the basic process skills help the student learn about the world through observing, classifying, inferring, predicting, and communicating. These skills are more complex than those at earlier grades in that students are expected to apply these skills in different contexts. In the fifth grade, students may integrate several basic skills when generating questions, formulating simple hypotheses, identifying variables, defining variables, interpreting data, and drawing conclusions during a science investigation. More specifically, in the fifth grade, the student can learn skills such as the following.

The student can comprehend and apply basic science process skills such as:

- making qualitative and quantitative observations (e.g., making qualitative observations such as observing the size and color of beans and making quantitative observations such as using a scale to weigh beans);
- classifying objects, organisms, and events using several characteristics (e.g., classifying plants on the basis of several attributes such as leaf shape, stem shape, fruit type, flower type, and flower color);
- making inferences and predictions based on observations and data (e.g., predicting how high a ball will bounce when dropped from different heights and inferring why the heights of the bounces were different); and
- communicating information from a science experience orally or in writing (e.g., describing a science investigation and organizing data into tables, bar graphs, histograms, simple line graphs, etc.).

The student can comprehend and apply integrated science process skills such as:

- generating questions that can be investigated (e.g., given a situation in which a sugar cube is placed in cold and hot tea, asking questions such as "What affects the rate at which the sugar cube dissolves?").
- formulating simple hypotheses (e.g., guessing, based on prior experiences, that "Temperature affects the rate of dissolving.");
- identifying variables (e.g., identifying water temperature as a factor which affects dissolving rate);
- defining variables in observable or measurable terms (e.g., determining ways to observe or measure dissolving rate and temperature); and
- interpreting data and drawing conclusions (e.g., interpreting data presented in tables, bar graphs, histograms, simple line graphs, etc. and drawing conclusions from observations and data).

SCIENCE AND TECHNOLOGY

Objective: The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.

Explanation: The student can comprehend and analyze the relationships between science and technology and the regional, national and international effects of science and technology. By developing an understanding of the nature of technology through analyzing these relationships, students should be better prepared to live in a rapidly changing scientifically and technologically oriented society. More specifically, in the fifth grade, the student can learn skills such as the following.

The student can comprehend technology and analyze its relationship to science which may include:

- the relationship of science to technology (e.g., the use of scientific knowledge about observations of weather in the development of weather instruments); and
- the relationship of technology to science (e.g., the use of technology such as microscopes to improve scientific knowledge about diseases).

The student can comprehend and analyze the effects of technology on self, society, and the environment which may include:

- the effects of technology on self and society (e.g., the simplification of jobs as a result of industrial machines); and
- the effects of technology on the environment and natural resources (e.g., beneficial and harmful effects on other living organisms in an ecosystem when weed killers are used to control weeds).

NATURE OF SCIENCE

Objective: The student can demonstrate a comprehension of the nature of science.

Explanation: The student can comprehend the nature of science by understanding the characteristics, generation, use, and interpretation of science knowledge. Through a variety of science experiences, the student should become aware of the constant generation, change, and impact of science knowledge and should recognize his/her own ability to contribute to and be a part of this process. More specifically, in the fifth grade, the student can learn skills such as the following.

The student can comprehend characteristics of science knowledge by understanding that:

- science knowledge is tentative in that it is subject to change as more information is obtained and is better understood (e.g., the student recognizes that his/her knowledge about plants changes as he/she acquires more information about plant reproduction); and
- science knowledge is based on data in that it depends upon observations and measurements to answer questions (e.g., in an investigation involving plants, the student recognizes that data are needed to answer questions such as "How do plants respond to different types of light?").

The student can comprehend that science knowledge is generated through:

- curiosity which motivates discoveries (e.g., the student recognizes that curiosity motivated scientists to investigate properties of energy); and
- combining and applying results from previous studies (e.g., the student recognizes that his/her new knowledge about light is acquired by combining prior knowledge with results from current investigations).

The student can comprehend how the use and interpretation of science knowledge is affected by factors such as:

- personal perspectives (e.g., in a discussion on personal health, the student recognizes that a person's choice of whether or not to smoke tobacco is affected by his/her personal perspectives); and
- societal influences (e.g., in a discussion on natural resources, the student recognizes that the use of wilderness for recreational and commercial purposes is affected by societal influences).

SCIENCE OBJECTIVES: GRADE SIX

SCIENCE CONCEPTS

Objective: The student can apply science concepts.

Explanation: The student can comprehend and apply basic science concepts. These basic science concepts such as characteristics, properties, structures, composition, interactions, and change serve as themes which interrelate concepts in life science, earth-space science, and physical science. The concepts should be related to experiences, events, and surroundings which are familiar to students. More specifically, in the sixth grade, the student can learn and use skills involving concepts such as the following.

The student can comprehend and apply basic life science concepts which may include:

- characteristics and structures of organisms and differences among organisms (e.g., plant and animal classification systems as models for organizing and identifying organisms);
- interactions among organisms and interactions among organisms and their environments (e.g., instinctive and learned behavioral interactions among animals); and
- changes in organisms (e.g., adaptations or the extinction of plants and animals as a result of environmental factors).

The student can comprehend and apply basic earth-space science concepts which may include:

- composition and structure of the earth, solar system, and universe (e.g., the composition of planets in the solar system as determined from recent space explorations);
- interactions among land, water, and atmosphere and interactions among the earth, solar system, and universe (e.g., causes and effects of space phenomena such as lunar and solar eclipses, solar winds, sunspots, and Aurora Borealis); and
- changes in the land, water, atmosphere, solar system, and universe (e.g., changes in the universe such as expanding galaxies and star burnout).

The student can comprehend and apply basic physical science concepts which may include:

- properties of matter and energy (e.g., characteristics of magnetism and electricity);
- interactions of matter and energy (e.g., relationships between electricity and the electric motor, telegraph, or doorbell); and
- changes in matter and energy (e.g., chemical changes such as combining baking soda with vinegar to produce carbon dioxide).

SCIENCE PROCESS SKILLS

Objective: The student can apply science process skills.

Explanation: The student can comprehend and apply basic and intergrated process skills in a science investigation. In the sixth grade, the basic process skills help the student learn about the world through observing, classifying, inferring, predicting, and communicating. These skills are more complex than those at earlier grades in that students are expected to apply these skills in different contexts. In the sixth grade, students may integrate several basic skills when formulating simple problems, formulating simple hypotheses, identifying variables, defining variables, identifying and selecting strategies, interpreting data, and drawing conclusions during a science investigation. More specifically, in the sixth grade, the student can learn skills such as the following.

The student can comprehend and apply basic science process skills such as:

- making qualitative and quantitative observations (e.g., observing characteristics of birds such as "birds have different types of beaks" and using a measuring device such as a metric measuring cup to determine the volume of a liquid);
- classifying the same group of objects, organisms, or events using several characteristics or properties (e.g., classifying birds on the basis of several attributes such as the types of beaks, food sources, feet, and habitats);
- making inferences and predictions based on observations and data (e.g., inferring why beaks of birds are different based on information about their eating habits and predicting which types of birds--cardinals or hummingbirds--will go to each of two feeders, one with seed and one with sugar water); and
- communicating information from a science experience (e.g., describing a science investigation which includes procedures, observations, and conclusions, and organizing data into tables, bar graphs, histograms, line graphs, etc.).

The student can comprehend and apply intergrated science process skills such as:

- formulating simple problems (e.g., given a situation in which the student observes several different pendulums, developing a problem statement such as "What affects the rate of the pendulum swing?");
- identifying existing or needed information for solving a problem (e.g., obtaining information about factors which affect the rate of the pendulum swing);
- formulating simple hypotheses (e.g., hypothesizing that "The length of the string affects the rate of the pendulum swing.");
- identifying variables (e.g., identifying the string length as the manipulated variable, the rate of pendulum swing as the responding variable, and the pendulum weight as a variable to control);
- defining variables in observable or measurable terms (e.g., defining the rate of the pendulum swing as the number of swings per minute);
- identifying and selecting appropriate strategies to test hypotheses or solve problems (e.g., identifying several strategies and selecting the most appropriate strategy to test the effect of the string length on pendulum swings per minute); and
- interpreting data and drawing conclusions (e.g., interpreting the relationships between variables presented in tables and graphs and drawing conclusions about these relationships).

SCIENCE AND TECHNOLOGY

Objective: The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.

Explanation: The student can comprehend and analyze the relationships between science and technology and the regional, national, and international effects of science and technology. By developing an understanding of the nature of technology through analyzing these relationships, students should be better prepared to live in a rapidly changing scientifically and technologically oriented society. More specifically, in the sixth grade, the student can learn skills such as the following.

The student can comprehend technology and analyze its relationship to science which may include:

- the relationship of science to technology (e.g., the use of scientific knowledge about refraction of light in the development of lenses); and
- the relationship of technology to science (e.g., the use of technology such as telescopes to gather information about the solar system).

The student can comprehend and analyze the effects of technology on self, society, and the environment which may include:

- the effects of technology on self and society (e.g., new and useful consumer products developed as a result of space technology); and
- the effects of technology on the environment and natural resources (e.g., acid rain resulting from gaseous wastes released into the air).

NATURE OF SCIENCE

Objective: The student can demonstrate a comprehension of the nature of science.

Explanation: The student can comprehend the nature of science by understanding the characteristics, generation, use, and interpretation of science knowledge. Through a variety of science experiences, the student should become aware of the constant generation, change, and impact of science knowledge and should recognize his/her own ability to contribute to and be a part of this process. More specifically, in the sixth grade, the student can learn skills such as the following.

The student can comprehend characteristics of science knowledge by understanding that:

- science knowledge is tentative in that it is subject to change as more information is obtained and is better understood (e.g., the student recognizes that his/her knowledge about a tadpole or caterpillar changes as its metamorphosis is observed);
- science knowledge is based on data in that it depends upon observations and measurements to answer questions (e.g., in an investigation involving the movement of a pendulum, the student recognizes that data are needed to answer questions such as "How does the length of the string affect the movement of the pendulum?"); and
- science knowledge is often represented by both conceptual and physical models which represent the best estimate of reality and can be used to understand phenomena and answer questions (e.g., the student recognizes that the sun-centered model of the solar system can be used to explain and answer questions about certain characteristics of planets in the solar system).

The student can comprehend that science knowledge is generated through:

- curiosity which motivates discoveries (e.g., the student recognizes that curiosity motivates scientists to investigate distant stars);
- combining and applying results from previous studies (e.g., the student recognizes that new knowledge about the solar system is generated when scientists integrate prior knowledge with results from current investigations involving the planets); and
- repeating investigations under similar conditions and obtaining similar results, thereby, establishing the credibility of the results (e.g., through repeated investigations involving the effect of string length on the rate of the swing of a pendulum the student recognizes that similar results make the findings more credible).

The student can comprehend how the use and interpretation of science knowledge is affected by factors such as:

- personal perspectives (e.g., the student recognizes that scientists may disagree on issues such as the use of animals for experimental purposes because of their personal perspectives); and
- societal influences (e.g., in a discussion on endangered species, the student recognizes that protection of animals such as whales is affected by societal influences).

SCIENCE OBJECTIVES: GRADE SEVEN

SCIENCE CONCEPTS

Objective: The student can apply science concepts.

Explanation: The student can comprehend and apply basic science concepts. These basic science concepts such as characteristics, properties, structures, composition, interactions, and change serve as themes which interrelate concepts in life science with those in earth-space science and physical science.

The concepts should be related to experiences, events, and surroundings which are familiar to students. More specifically, in the seventh grade, the student can learn and use skills involving concepts such as the following.

The student can comprehend and apply basic life science concepts which may include:

- characteristics and structures of organisms and diversity of organisms (e.g., cellular organelles in plants and animals; similarities and differences between plant and animal cells);
- interactions among organisms and interactions among organisms and their environments (e.g., communication behaviors of social insects such as the communications among bees in locating food); and
- changes in organisms (e.g., sexual and asexual reproduction in animals and plants).

The student can comprehend and apply basic earth-space science concepts related to life science which may include:

- the composition and structure of earth, solar system, and universe (e.g., the composition of soil as related to plant growth);
- interactions among land, water, and atmosphere and interactions among the earth, solar system, and universe (e.g., relationships of climate and soil type to plant growth in different regions of the world); and
- changes in the land, water, atmosphere, solar system, and universe (e.g., the effects of an ice age on animals and plants).

The student can comprehend and apply basic physical science concepts related to life science which may include:

- properties of matter and energy (e.g., basic elements and compounds such as carbon, nitrogen, nucleic acids, proteins, sugars, and fats in living things);
- interactions of matter and energy (e.g., energy flow through an ecosystem and diffusion and osmosis); and
- changes in matter and energy (e.g., chemical reactions such as respiration and photosynthesis).

SCIENCE PROCESS SKILLS

Objective: The student can apply science process skills.

Explanation: The student can comprehend and apply basic and integrated process skills in designing and conducting investigations to solve problems. In the seventh grade, the basic process skills help the student learn about the world through observing, classifying, inferring, predicting, and communicating. These skills are more complex than those at earlier grades in that students are expected to apply these skills in different contexts. In the seventh grade, students may integrate several basic skills when formulating simple problems, identifying existing or needed information, formulating hypotheses, identifying variables, operationally defining variables, formulating and selecting strategies, interpreting data, and drawing conclusions during a science investigation. More specifically, in the seventh grade, the student can learn skills such as the following.

The student can comprehend and apply basic science process skills such as:

- making qualitative and quantitative observations (e.g., observing physical changes in a person during physical activity and using fingers to measure pulse rate before and after running in place);
- using multi-stage classification systems to classify objects, organisms, and events (e.g., classifying organisms using existing classification systems such as classifying an animal as to Kingdom, Phylum, and Class);
- making inferences and predictions based on observations and data (e.g., predicting the behavior of both warm-blooded and cold-blooded animals based on temperature changes and inferring the reasons for the different behaviors); and
- communicating information from a science experience (e.g., selecting and constructing the appropriate types of tables and graphs to represent data collected in a science experiment and writing a lab report which includes a statement of the problem, a hypothesis, procedures, results, and conclusions).

The student can comprehend and apply integrated science process skills such as:

- formulating simple problems (e.g., given a situation where some tomato plants have wilted, developing a problem statement such as "What caused the tomato plants to wilt?");
- identifying existing or needed information for solving a problem (e.g., obtaining information about the water requirements of tomato plants to determine variables which affect wilting in tomato plants);
- formulating hypotheses (e.g., hypothesizing that "The amount of water the tomato plants received caused them to wilt.");

- identifying variables (e.g., identifying the amount of water that the plants received as the manipulated variable, the wilting of the tomato plants as the responding variable, and light and soil type as the controlled variables);
- defining variables operationally (e.g., defining the amount of water a plant receives in milliliters of water and defining a wilted tomato plant as one in which the leaves are limp or hang vertically);
- formulating and selecting appropriate strategies to test hypotheses or solve problems (e.g., formulating several strategies and then selecting the most appropriate to test hypotheses about wilting in tomato plants); and
- interpreting data and drawing conclusions (e.g., interpreting the relationship between wilting in the tomato plant and the amount of water the plant received and developing a conclusion about this relationship).

SCIENCE AND TECHNOLOGY

Objective: The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.

Explanation: The student can comprehend and analyze the relationships between science and technology and the regional, national and international effects of science and technology. By developing an understanding of these relationships, students should be better prepared to live in a rapidly changing scientifically and technologically oriented society. More specifically, in the seventh grade, the student can learn skills such as the following.

The student can comprehend technology and analyze its relationship to science which may include:

- the relationship of science to technology (e.g., the use of scientific knowledge about sound waves in the development of stethoscopes); and
- the relationship of technology to science (e.g., the use of technology such as electron microscopes to gather information about viruses).

The student can comprehend and analyze the effects of technology on self, society, and the environment which may include:

- the effects of technology on self and society (e.g., prolonging life through the use of technology developed for organ transplants); and
- the effects of technology on the environment and natural resources (e.g., increased crop yield through application of genetic research in plants).

NATURE OF SCIENCE

Objective: The student can demonstrate a comprehension of the nature of science.

Explanation: The student can comprehend the nature of science by understanding the characteristics, generation, use, and interpretation of science knowledge. Through a variety of science experiences, the student should become aware of the constant generation, change, and impact of science knowledge and should recognize his/her own ability to contribute to and be a part of this process. More specifically, in the seventh grade, the student can learn skills such as the following.

The student can comprehend characteristics of science knowledge by understanding that:

- science knowledge is tentative in that it is subject to change as more information is obtained and is better understood (e.g., the student recognizes that some science knowledge about the treatment of diseases may change or become invalid as new knowledge is discovered);
- science knowledge is based on data in that it depends upon observations and measurements to answer questions (e.g., in an investigation involving plant growth, the student recognizes that data such as temperature and day length are needed to answer questions such as "What are the optimal conditions for growing tomatoes?"); and
- science knowledge is often represented by both conceptual and physical models which represent the best estimate of reality and can be used to understand phenomena and answer questions (e.g., the student recognizes that a model of an ecosystem can be used to explain and answer questions about some of the relationships among populations).

The student can comprehend that science knowledge is generated through:

- curiosity which motivates discoveries (e.g., the student recognizes that curiosity motivates scientists to investigate deep sea life);
- combining and applying results from previous studies (e.g., the student recognizes that new knowledge about heredity is generated when scientists integrate prior knowledge with results from current investigations involving bio-engineering); and
- repeating investigations under similar conditions and obtaining similar results, thereby, establishing the credibility of the results (e.g., through the repeated investigations involving the effect of fertilizer on plant growth the student recognizes that similar results make the findings more credible).

The student can comprehend how the use and interpretation of science knowledge is affected by factors such as:

- personal perspectives (e.g., the student recognizes that scientists may disagree on issues such as the use of genetic engineering because,of their personal perspectives); and
- societal influences (e.g., in a discussion on genetic engineering, the student recognizes that the use of cloning is affected by societal influences).

SCIENCE OBJECTIVES: GRADE EIGHT

SCIENCE CONCEPTS

Objective: The student can apply science concepts.

Explanation: The student can comprehend and apply basic science concepts. These basic science concepts such as characteristics, properties, structures, composition, interactions, and change serve as themes which interrelate concepts in earth-space science with those in life science and physical science. The concepts should be related to experiences, events, and surroundings which are familiar to students. More specifically, in the eighth grade, the student can learn and use skills involving concepts such as the following.

The student can comprehend and apply basic earth-space science concepts which may include:

- the composition and structure of the earth, solar system, and universe (e.g., the composition and structure of land forms, bodies of water, the atmosphere, and the solar system);
- interactions among land, water, and the atmosphere and interactions among the earth, solar system, and universe (e.g., interactions resulting in ocean waves, tides, and currents); and
- changes in the land, water, atmosphere, solar system, and universe (e.g., changes in the earth's surface as a result of plate tectonics).

The student can comprehend and apply basic life science concepts related to earth-space science which may include:

- characteristics and structures of organisms and diversity of organisms (e.g., diversity of organisms in different geologic periods as reflected in the fossil record);
- interactions among organisms and their environments (e.g., the formation of fossil fuels); and
- changes in organisms or ecosystems related to changes in land forms, water, weather, and climate (e.g., succession of plants due to physical changes in soil over time and extinction of organisms resulting from phenomena such as an ice age).

The student can comprehend and apply basic physical science concepts related to earth-space science which may include:

- properties, composition, and structure of matter and energy (e.g., atomic and molecular structure of minerals);
- interactions of matter and energy (e.g., rock cycle, water cycle, waves, atmospheric pressure, and heat transfer); and
- changes in matter and energy (e.g., changes in the earth's surface resulting from weathering and erosion).

SCIENCE PROCESS SKILLS

Objective: The student can apply science process skills.

Explanation: The student can comprehend and apply basic and integrated process skills in designing and conducting investigations to solve problems. In the eighth grade, the basic process skills help the student learn about the world through observing, classifying, inferring, predicting, and communicating. These skills are more complex than those at earlier grades in that students are expected to apply these skills in different contexts. In the eighth grade, students may integrate several basic skills when formulating problems, identifying existing or needed information, formulating hypotheses, identifying variables, operationally defining variables, formulating and selecting appropriate strategies, interpreting data, and drawing conclusions during a science investigation. More specifically, in the eighth grade, the student can learn skills such as the following.

The student can comprehend and apply basic science process skills such as:

- making qualitative and quantitative observations (e.g., observing the crystalline and non-crystalline structure of rocks and using water displacement to measure the density of different rocks);
- classifying objects, organisms, and events based on properties that are not immediately apparent but that are derived through experiments or observations (e.g., classifying minerals based on luster, hardness, streak, color, and pattern);
- making inferences and predictions based on observations and data (e.g., inferring the water holding capacities of various types of soils and predicting the soil permeability of each); and

- communicating information from a science experience (e.g., selecting and constructing the appropriate types of tables and graphs to represent data collected in a science experiment and writing a lab report that includes a statement of the problem, a hypothesis, procedures, results, and conclusions).

The student can comprehend and apply integrated science process skills such as:

- formulating problems (e.g., given a situation in which some soils are more permeable to water than others, developing a problem statement such as "What affects soil permeability?);
- identifying existing or needed information for solving a problem (e.g., obtaining information from various resources about soil characteristics to determine variables which affect soil permeability);
- formulating hypotheses (e.g., hypothesizing that "Soil texture affects soil permeability.");
- identifying variables (e.g., identifying soil texture as the manipulated variable, rate of soil permeability as the responding variable, and the amount of water and the compactness of the soil as controlled variables);
- defining variables operationally (e.g., defining soil permeability as the amount of time it takes water to travel through one cup of soil);
- formulating and selecting appropriate strategies to test hypotheses, control variables, or solve problems (e.g., formulating several strategies and then selecting the most appropriate to test hypotheses about soil permeability); and
- interpreting data and drawing conclusions (e.g., interpreting the relationship between soil permeability and soil texture and developing a conclusion about this relationship).

SCIENCE AND TECHNOLOGY

Objective: The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.

Explanation: The student can comprehend and analyze the relationships between science and technology and the regional, national, and international effects. By developing an understanding of these relationships, students should be better prepared to live in a rapidly changing scientifically and technologically oriented society. More specifically, in the eighth grade, the student can learn skills such as the following.

The student can comprehend technology and analyze its relationship to science which may include:

- the relationship of science to technology (e.g., the use of scientific knowledge about light in the development of cameras and telescopes); and
- the relationship of technology to science (e.g., the use of technology such as cameras to photograph land surfaces and develop maps).

The student can comprehend and analyze the effects of technology on self, society, and the environment which may include:

- the effects of technology on self and society (e.g., expanding world-wide communication through the use of satellite technology); and
- the effects of technology on the environment and natural resources (e.g., harmful effects on the environment caused by the disposal of nuclear waste).

NATURE OF SCIENCE

Objective: The student can demonstrate a comprehension of the nature of science.

Explanation: The student can comprehend the nature of science by understanding the characteristics, generation, use, and interpretation of science knowledge. Through a variety of science experiences, the student should become aware of the constant generation, change, and impact of science knowledge and should recognize his/her own ability to contribute to and be a part of this process. More specifically, in the eighth grade, the student can learn skills such as the following.

The student can comprehend characteristics of science knowledge by understanding that:

- science knowledge is tentative in that it is subject to change as more information is obtained and is better understood (e.g., the student recognizes that some science knowledge about the universe may change or become invalid as new information is obtained from space exploration);
- science knowledge is based on data in that it depends upon observations and measurements to answer questions (e.g., in an investigation involving weather, the student recognizes that data such as barometric pressure, wind speed, and wind direction, are needed to answer questions such as "What weather conditions indicate an impending thunderstorm?"); and
- science knowledge is often represented by both conceptual and physical models which represent the best estimate of reality and can be used to understand phenomena and answer questions (e.g., the student recognizes that the rock cycle can be used as a model to explain and answer questions about the formation of and changes in rocks).

The student can comprehend that science knowledge is generated through:

- curiosity which motivates discoveries (e.g., the student recognizes that curiosity motivates scientists to investigate plate tectonics);
- combining and applying results from previous studies (e.g., the student recognizes that new knowledge about the nature of the universe is generated when scientists integrate prior knowledge with results from current investigations involving black holes); and
- repeating investigations under similar conditions and obtaining similar results, thereby, establishing the credibility of the results (e.g., through repeated investigations involving the relationships between soil type/density and erosion the student recognizes that similar results make the findings more credible).

The student can comprehend how the use and interpretation of science knowledge is affected by factors such as:

- personal perspectives (e.g., the student recognizes that scientists may disagree on issues such as the use of nuclear energy because of their personal perspectives); and
- societal influences (e.g., in a discussion on nuclear wastes, the student recognizes that the disposal of nuclear wastes is affected by societal influences).

SOFTWARE EVALUATION CHECKLIST

Program Name: ______________________ Source: ______________________ Cost: __________

Subject Area: ______________________ Reviewer's Name: ______________________ Date: __________

1. INSTRUCTIONAL RANGE

______________________ grade level(s)

______________________ ability level(s)

2. INSTRUCTIONAL GROUPING FOR PROGRAM USE

______________________ individual

______________ small group (size:______)

______________ large group (size:______)

3. EXECUTION TIME

__________ minutes (estimated) for average use

4. PROGRAM USE(S)

________ drill or practice

________ tutorial

________ simulation

________ instructional gaming

________ problem solving

________ informational

________ other (______________________)

5. USER ORIENTATION: INSTRUCTOR'S POINT OF VIEW

low high

. . . . . flexibility

. . . . . freedom from need to intervene or assist

6. USER ORIENTATION: STUDENT'S POINT OF VIEW

low high

. . . . . quality of directions (clarity)

. . . . . quality of output (content and tone)

. . . . . quality of screen formatting

. . . . . freedom from need for external information

. . . . . freedom from disruption by system errors

. . . . . simplicity of user input

7. CONTENT

low high

. . . . . instructional focus

. . . . . instructional significance

. . . . . soundness or validity

. . . . . compatibility with other materials used

8. MOTIVATION AND INSTRUCTIONAL STYLE

passive active

. . . . . type of student involvement

low high

. . . . . degree of student control

none poor good

. . . . . . use of game format

. . . . . . use of still graphics

. . . . . . use of animation

. . . . . . use of color

. . . . . . use of voice input and output

. . . . . . use of nonvoice audio

. . . . . . use of light pen

. . . . . . use of ancillary materials

. . . . . . use of ______________________

9. SOCIAL CHARACTERISTICS

present and negative	not present	present and positive	
________	______	________	competition
________	______	________	cooperation
________	______	________	humanizing of computer
________	______	________	moral issues or value judgements
________	______	________	summary of student performance

EXPLANATION: SOFTWARE EVALUATION CHECKLIST

1. The grade levels and ability levels for a particular program are primarily determined by the concepts involved. Other important factors are reading level, prerequisite skills, degree of student control, and intended instructional use. It is possible for a program to be flexible enough to be used across a wide range of grade levels and ability levels.

2. Some programs are designed for use by individuals. Others have been or can be modified for participation by two or three persons at a time. Simulations or demonstrations often pose opportunities for large-group interaction. A given program may be used in more than one grouping, depending on the instructor.

3. The time required for the use of a program will vary considerable. Include loading time for cassettes. A time range is the appropriate response here.

4. Instructional programs can be categorized according to their uses. Some programs may have more than one use, thus falling into more than one of the following categories:

   Drill or practice: Assumes that the concept or skill has been taught previously.

   Tutorial: Directs the full cycle of the instructional process; a dialogue between the student and the computer.

   Simulation: Models selected, alterable aspects of an environment.

   Instructional gaming: Involves random events and the pursuit of a winning strategy.

   Problem solving: Uses general algorithms common to one or more problems.

   Informational: Generates information (data).

5. These are factors relevant to the actual use of the program from the point of view of an instructor.

   Flexibility: A program may allow the user or the instructor to adjust the program to different ability levels, degrees of difficulty, or concepts.

   Intervention or assistance: A rating of "low" means considerable teacher intervention or assistance is required.

6. These are factors relevant to the actual use of the program from the point of view of a student.

   Directions: The directions should be complete, readable, under the user's control (e.g., should not scroll off the screen until understood), and use appropriate examples.

   Output: Program responses should be readable, understandable, and complete. If in response to student input, the output should be of an acceptable tone and consistent with the input request.

   Screen formatting: The formats during a program run should not be distracting or cluttered. Labels and symbols should be meaningful within the given context.

   External information: A program may require the user to have access to information other than that provided within it. This may include prerequisite content knowledge or knowledge of conventions used by the program designer as well as maps, books, models, and so on.

   System errors: System errors result in the involuntary termination of the program.

   Input: A program should ensure that a user knows when and in what form input is needed. It should avoid using characters with special meanings, restrict input locations to particular screen areas, and require minimal typing.

7. These are matters relevant to the subject-matter content of the program.

   Focus: The program topic should be clearly defined and of a scope that permits thorough treatment.

   Significance: The instructional objectives of the program must be viewed as important by the instructor. Also, the program should represent a valid use of the computer's capabilities while improving the instructional process.

   Soundness or validity: The concepts and terms employed should be correct, clear, and precise. Other important factors are the rate of presentation, degree of difficulty, and internal consistency.

   Compatibility: The content, terminology, teaching style, and educational philosphy of the program should be consistent with those generally encountered by the student.

8. No explanation required.

9. Competition, cooperation, and values are concerns that may be a function of the way a program expresses them. (War gaming and the "hangman" format are sample issues.) Also, the "humanizing" of the computer may serve for motivation or to reduce anxiety, but it also may become tedious, misleading, and counterproductive.

   The summary of student performance can be dichotomous (win or lose), statistical (time expended or percent of items correct) or subjective (as in the evaluation of a simulation). It may be for student, teacher, or both.

PROJECT SEED EVALUATION INSTRUMENT

Southeastern Educational Improvement Laboratory

Date Submitted: ____________________ State: ____________________

Evaluator: ____________________ Field of Expertise: ____________________

••

PART I

Producer: ____________________

Title: ____________________

A. Package Information:

Number of each: Master Disks ______ Backup Disks ______ Guides/Manuals ______ Other Items/Materials: ______ (specify)

Package Price: ______ Series Title (if any): ____________________

Packages in Series: ____________________ Series Price: ____________________

Lab Packages Available: ______ (yes) ______ (no) Number of Disks in Lab Package: ______ Lab Package Price: ______

Network Version Available: ______ (yes) ______ (no) Network Version Price: ____________________

Preview Policy: ______ (specify) Backup Policy: ______ (specify)

Licensing Agreement: ____________________

B. System Requirements:

Version Submitted: ______ Memory Size: ______ Operating System: ______

Computer Versions Available (specify): ____________________

Peripherals and Special Devices: Required (R), Preferred (P), Optional (O)

Color Monitor ______ Printer ______ 80 Column Card ______ Mouse ______ 2nd Disk Drive ______ Joysticks ______

Graphics Tablet ______ Paddles ______ Touch Screen ______ Other ______

PART II

Evaluator Information

Computer Make/Model (used for review): ____________________

Disk Copyright Date: ____________________ Content Area: ____________________

Specific Topic(s): ____________________

Grade Level(s): K 1 2 3 4 5 6 7 8 9 10 11 12 Adult (Circle Appropriate Level)

Presentation Mode: CMI D/P GA P/S SIM TU (Circle Appropriate)

Other (specify): ____________________

PART III

A. CONTENT SUMMARY: ____________________

B. STRENGTHS: ____________________

C. WEAKNESSES: ____________________

D. USERS/USES: ____________________

E. RECOMMENDATION: Recommended ________ Recommended with Reservations ________ Not Recommended ________

……

TO MY KNOWLEDGE, NO ATTEMPT HAS BEEN MADE TO COPY THIS PROGRAM. Date ____________ Signature of Evaluator ____________________ Phone(___) ________

PROJECT SEED EVALUATION INSTRUMENT EXPLANATION SHEET (REVISED)

NOTE: All responses on the Evaluation Instrument are to be NEATLY printed or typed.

INSTRUCTIONS: The following information is to be used as a guideline for the completion of the Project SEED Evaluation Instrument. Each item identified on the Evaluation Instrument is discussed to aid understanding.

* * *

1. Date Submitted: State the date the package was sent to the Evaluator(s).
2. State: Enter two-letter state abbreviation.
3. Evaluator: Provide name(s) of person(s) who evaluated software.
4. Field of Expertise: Specify the evaluator's subject area of expertise and/or grade.

* * *

PART I

1. Producer: Identify the name of the company producing the materials--not necessarily the vendor/salesperson. Check both the written material and the diskette for concurring information.
2. Title: The full title of the package should be stated, including any series indication. Check the written material, the outside wrapper, and the diskette for concurring information.

A. Package Information:

1. Number of Master Disks: Indicate the number of master diskettes actually boxed with the material.
2. Number of Backup Disks: Indicate the number of backup diskettes actually boxed with the materials.
3. Guides/Manuals: Guides/manuals should be identified as printed documentation that explains the primary use of the material and provides sufficient instruction for operation for student and/or teacher use. List the number packaged with the software.
4. Other Items/Materials: If any other items (wall charts/posters, ditto master, game materials, transparencies, student manuals, etc.) are included as separate items in the package, specify how many of each type of item are included. For example:

   1 8" x 12" poster, 5 ditto masters
5. Package Price: Indicate the price of the package submitted.
6. Series Title: Respond with the complete series name that includes the title provided above.
7. Packages in Series: Packages include all materials packaged (shrink-wrapped) with the diskettes. Indicate the number of packages in the series.
8. Series Price: List the series price. Series price refers to the total for the different packages in the series. It does not refer to a lab package of the same item.
9. Lab Package Available: Check whether or not lab package is available.
10. Number of Disks in Lab Package: Indicate the number of individual disks included in the lab package.
11. Lab Package Price: List the lab package price.
12. Network Version Available: Check whether or not network version is available.
13. Network Version Price: Record the cost of the network version of the software (including any special cards, chips, etc., that are sold with the software and that are necessary to use the network version).
14. Preview Policy: State preview policy.

15. Backup Policy: State backup policy.

16. Licensing Agreement: State licensing agreement.

B. System Requirements:

1. Version Submitted: Specify make and model necessary to preview the package submitted.
2. Memory Size: Specify memory necessary to preview the package submitted.
3. Operating System: Specify operating system necessary to preview the package submitted.
4. Computer Versions Available: List all computer versions available for this package.
5. Peripherals and Special Devices: Denote whether or not specific peripherals/special devices are: Required (R), Preferred (P), or Optional (O). Indicate additional items not listed on the form in the "Other" category.

PART II. EVALUATOR INFORMATION

1. Computer Make/Model Used for Review: Specify the computer make/model used for your evaluation.
2. Disk Copyright Date: Specify the copyright date given on disk and/or screen, if available.
3. Content Area: Use the following labels to indicate the appropriate content area(s) of the material. NOTE: If your particular area description is not listed, select a label that best matches that designation, rather than label an item "Other." Use "Other" if no match is possible.

AE	Art Education	IT	Instructional Media	PS	Problem Solving/Logic
BV	Business/Vocational Education	KB	Keyboarding	SC	Science
CC	Career Planning/Counseling	LA	Language Arts	SN	Special Needs/Handicapped
CT	Computer Literacy/Technology	LM	Library/Media Skills	SS	Social Studies (History, Geography)
FL	Foreign Language	MA	Mathematics	TS	Traffic Safety
GT	Gifted/Talented	MU	Music	UP	Utility/Productivity Tools
HE	Home Economics/Living Skills	PE	Physical Education	VE	Vocational Education
HS	Health/Safety	PR	Preschool/Early Childhood	OTHER	______________________

4. Specific Topics: Even though you have specified a general content area, identify as specific topic(s) any subcategories that the material specifically addresses. For example: If science is the "Content Area," then biology-photosynthesis might be the "Specific Topic"; if math is the "Content Area," percent/decimals might be the "Specific Topic."
5. Grade Level (program scope): The response will indicate the recommended target audience by grade levels. Therefore, circle (with one circle) all the grade levels for which the material would be appropriate, including the adult level. For example: ...5 6 7 8 9 10...
6. Presentation Mode: Check the most appropriate mode(s) for the software. In some cases, two or more modes may apply.

CMI - Computer-Managed Instruction: A possible component of instructional computer software that assists in managing instruction by collecting, storing, and retrieving students' skill-mastery/progress data.

D/P - Drill and Practice: Provides activities/exercises to reinforce or practice concepts and skills already taught or learned.

GA - Game: Uses a variety of game formats and elements of competition to motivate students to apply skills they have mastered to accumulate points/scores.

P/S - Problem Solving: Requires the student to analyze a situation or a problem, make a decision by applying accepted principles or rules, and continue the process in solving the problem.

SIM - Simulation: Provides models of situations or events too complex, dangerous, expensive, or inconvenient to reproduce in the classroom. Student analyzes situation, makes decisions, and is informed of the results.

TU - Tutorial: Presents new concepts or skills by means of examples and questions, often providing tests and remediation.

PART III. (Use a separate sheet of paper to continue any part for which there is insufficient space. Please include the name of the Evaluator and the name of the software on this sheet and staple the sheet to the Evaluation Instrument.)

A. CONTENT SUMMARY: A brief description of the program that includes the following elements:

1. Content Area
2. Presentation Mode
3. Specific Topics
4. Objectives -- Description of activities that the user performs and how those activities relate to the stated objectives. Example: This early childhood simulation allows children to develop conceptual skills such as planning, matching, and directionality. The package includes 5 disks, one level per disk. Activities are based on Piagetian developmental psychology and discovery learning. The user selects an activity from a menu and uses a computer to plan, create, and manipulate pictures on the screen. Cue cards are used to prompt students in the use of the keyboard.

B. STRENGTHS (Desirable Features): Related to Users/Uses. Add specific features, for example:
Ease of use: Automatic start-up. Menu-driven. Offers help, tutorial, review features. Little or no teacher intervention required. Controllable pace/level. On-line documentation. Adequate printed documentation. Offers several examples. Directions are clear, concise, and appropriate for intended user. Provides help. Easy access and exit. Presentation (sound, graphics, etc.) does not disturb user. Can be interrupted and saved.

Instructional Design: Factually accurate. Current information. Significant, clear, concise information. Content appropriate for computer. Exploits branching capabilities of computer. Uses language, terminology correctly. Pedagogically sound. Requires active participation. Requires decision making. Provides immediate and appropriate feedback/reinforcement. Provides motivational responses. Uses color, sound, graphics appropriately. Optional sound. Appropriate speed of presentation. Appropriate recovery from errors, unexpected responses. Appropriate length, complexity for intended use/audience. Can be interrupted/saved. Allows choice of number of trials/problems.

Display/Screen Presentation: Attractive. Legible. Consistant. Appropriate spacing and timing. Proper integration of color, sound, graphics.

Report Keeping: Collects significant, usable data. Stores student data. On-line report to student. Data easily retrieved on-/off-line.

Support Materials: Appropriate guides, workbooks, other ancillary materials. Supplementary materials referenced. Technical documentation outlines program modification process. Scope-and-sequence chart provided. Support materials for teachers are provided and should be reviewed before assigned.

C. WEAKNESSES: Be specific in describing weaknesses. However, if no weakness are identified, please so state. Examples include:

Technical errors. Factual (content) errors. Lack of instructional purpose. Distracting features. Inappropriate feedback. Continues only on correct response. Inappropriate speed. Does not provide for review. Sound, graphics tend to distract. Screen appears cluttered. Print is small. Does not distinguish instructions from practice examples. Reinforcement slow, inappropriate for students. Requires follow-up by teacher. No means for recording correct/incorrect scores.

D. USER/USES: Describe how the program could be used and for whom it is appropriate. May include significant prerequisites, such as any prior learning or experiences needed for users to give desired learner responses.

E. RECOMMENDATION: The appropriate recommendation should be checked by the Evaluator. The recommendation checked must be justified by comments specified in PART III.

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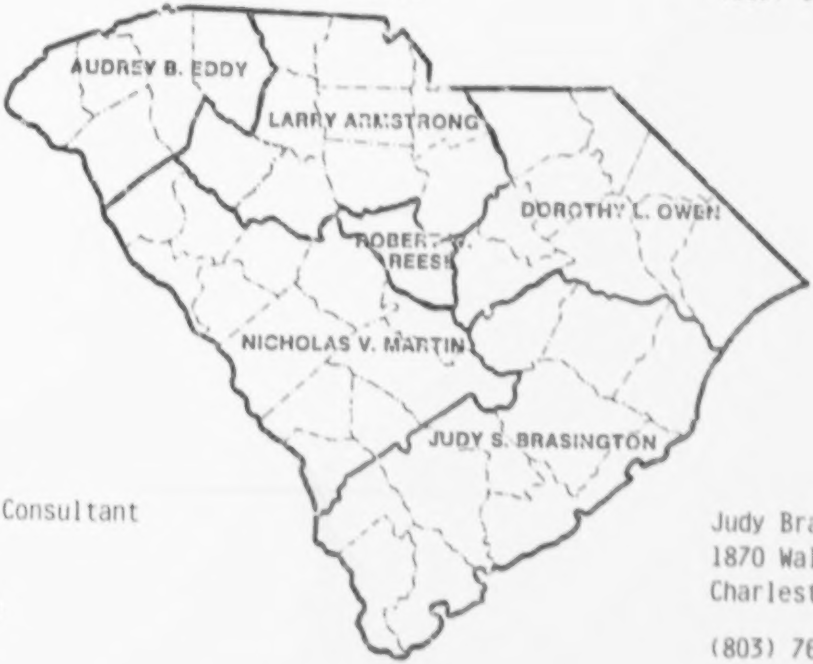
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Robert W. Reese, Chief Supervisor
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